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ABSTRACT

This guide is intended to assist teachers and volunteer tutors who are teaching adults and teenagers to read. The nature and extent of the adult illiteracy problem and the process of learning to read are discussed in the first chapter. The characteristics that are desirable in basic reading tutors and those that are encountered in adult learners are described in the next two chapters; assessment and goal setting are examined next, and the fifth chapter deals with the following instructional approaches and techniques: language experience stories, sight words and context clues, phonics (consonants), and word patterns. Comprehension and thinking skills are the subject of the sixth chapter. Chapter 7 is devoted to instructional materials and learning activities, and Chapter 8 covers goal analysis and lesson planning. Materials that should be brought to a lesson, methods of identifying appropriate material, ways of incorporating handwriting into lessons, steps in developing lesson plans, and appropriate behavior for tutors are discussed in the next chapter. A series of sample beginning- and intermediate-level lesson plans is also included. Appendixes include guidelines for evaluating tutor competency (complete with illustrative case studies), a list of the 300 most frequently used words, basic and survival word lists for adults, useful words for filling out forms, signs in capitals, a glossary, suggested key words, vocabulary building/syllabication guidelines, word patterns, guidelines for evaluating adult basic education reading material, a checklist of students' word attack skills, and lesson plan forms. (MN)

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Literacy Volunteers of America, Inc.

# TUTOR

## TECHNIQUES USED in the TEACHING OF READING

**Sixth Edition**

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Ruth J. Colvin and Jane H. Root, Ph.D.

# TUTOR

## SIXTH EDITION

Techniques Used in the Teaching of Reading
A Handbook for Teaching Basic Reading to Adults and Teenagers

By Ruth J. Colvin and
Jane H. Root, Ph.D.

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All proceeds from the sale of this book go to further the work of Literacy Volunteers of America, Inc.

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**Ruth J. Colvin** founded Literacy Volunteers of America, Inc. in 1962. She is Chair of the National Board's Research and Development Committee and has over 25 years experience as a tutor and tutor trainer in adult basic reading. She is co-author with Jane Root, Ph.D., et. al., of LVA's Basic Reading Tutor Training Workshop which is the core of the LVA program. She has received honorary doctorates of Humane Letters from Syracuse University, Marymount College and the University of the State of New York. She is the 1987 recipient of the President of the United States' Volunteer of the Year Award in recognition of her contribution to the field of literacy.

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**Other Books by the Authors:**

Colvin, Ruth

1987 A Way With Words, Syracuse, N.Y.: LVA (rev.)
1986 I Speak English, Syracuse, N.Y.: LVA (rev.)

Colvin, R. and Root, J.

1981 READ—Reading Evaluation-Adult Diagnosis, Syracuse, N.Y.: LVA

Doak, C. and L., and Root, Jane

1984 Teaching Patients with Low Literacy Skills, N.Y., N.Y.: Lippincott

Root, Jane

1978 Read On! (Basic reading for adults and teens series), Syracuse, N.Y.: LVA

## About LVA

Literacy Volunteers of America, Inc., a national nonprofit educational organization, provides materials and services to assist in the development of volunteer tutorial programs in basic reading and conversational English. Expanding beyond its network of over 275 programs in 35 states, LVA supplies correctional, library, adult basic education and other literacy programs with materials and consulting services in tutor training, program organization and management.

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# Introduction

This book is written for all those who are willing to expend their efforts to help an adult or teenager learn to read. In a modern society, no citizen can feel adequate without the capacity to read the many messages that are constantly directed at him. Education itself has become a lifetime task. To quote Paul Delker, former Director of the Division of Adult Education, Department of Education,

> "The United States has moved from a skill oriented society to a knowledge society. Because skills and even knowledge rapidly become obsolete, it is essential for survival that we know how to learn, and how to systematically organize knowledge and its application. Continuous education has become a way of life and reading skills are the heart of this process."

Literacy Volunteers of America grew out of a concern for the millions of people in the United States who cannot read or who read so poorly that it is a real problem in everyday life. Some have never had an opportunity to attend school. Some did not profit from their school experience. Whatever the source of their problem, millions of people of all ages, from sixteen to ninety, are in need of the reading and writing instruction which is the subject of this book.

This book's content comes out of a background of more than two decades of experience in working with volunteer tutors in Literacy Volunteers of America, Inc.(LVA) programs. This handbook arose out of the needs of tutors engaged in instructing these nonreading teenagers and adults. As difficulties were encountered, professional advice was sought. Professional techniques in teaching basic reading were adapted for the use of non-professional as well as professional tutors. From this combination of practical experience and professionally sound advice, the workable techniques explained in this book have emerged.

Step-by-step instructions are provided in this manual so that those who have had no technical training in the teaching of basic reading may use professional approaches.

This book is organized to enable tutors to become competent in the following areas:

- Ability to evaluate for placement, diagnosis, and achievement
- Abilty to plan and evaluate an instructional lesson
- Ability to apply the methods and approaches of Language Experience, Sight Words, Context Clues, Phonics, and Word Patterns to any literary or informational resources of adult or teenage interest—newspapers, sports articles, job-related materials, household product labels, drivers' manuals or pleasure reading
- Abililty to use assisted reading techniques to lead the learner into material beyond his or her current reading ability
- Ability to integrate writing skills into lessons from the very beginning
- Sensitivity to the needs of the adult new reader

Frequently you will find personal illustrations of points brought out in the text. These stories are drawn from the experiences of real people. From these experiences, techniques for coping with instructional problems have evolved. (NOTE: Although *he* is used throughout the manual to refer to learners, please keep in mind that we are referring to both men and women.)

Because we have sought to make each point totally clear to readers of widely varying backgrounds, the techniques in this book may, at times, seem overly simple. May we offer a caution, however? Sometimes an explanation is very clear when one reads it in a book, but the application of the information may not be quite so simple. Each step may seem logical and easy. However, producing these steps in proper sequence in an instructional session takes a great deal of practice. We urge you to take time to get this practice by stating the procedures aloud to yourself (it really helps to do this) and by using the techniques on members of your family before trying to use them with a student. Initial care in preparation will pay off in more effective student instruction later.

This book could not have been produced without the help of many who have given abundantly of their time and talents. It is impossible to name them all individually. However, we do want to thank Virginia K. Lawson, Ph.D., LVA Senior Editor for this Sixth Revision; Marilyn Boutwell, LV of New York City, for the material on writing; as well as Susan M. Glazer, Ed.D.; Roy Bartoo, Ph.D.; Arlene Fingeret, Ph.D.; Lester Laminack, Ed.D.; Valery Meyers, Ed.D.; Jolene Olson; Lynn Conley and LVA staff members Jinx Crouch, Chip Carlin, Barbara Jean MacDonald, and Jonathan McKallip for the review and comments they gave to this revision. A special thanks to those thousands of tutors and students who have taught us so much as we learned together. It is to all of them that this book is affectionately dedicated.

Ruth J. Colvin,
Jane Root, Ph.D.

# CHAPTER 1

# The Problem

## The Meaning Of Functional Illiteracy

If you are a person who cannot read Greek, this is how a Greek want ad looks to you.

ΜΑΓΕΙΡΙΣΣΑ Καλός Μισθός
Εύεργετήματα
Άπό 8 Π.Μ. ἕως 3 Μ.Μ.
Τηλεφωνήσατε 429-3610

This same ad in English is just as unintelligible to a non-reader of English.

Wanted: COOK
Good Pay - Benefits
Hours: 8 am - 3 pm
Call: 429-3610

Put yourself in the place of a non-reading homemaker. Just imagine how frustrating it would be not to be able to read directions on a cake mix box!

Preheat oven to 450° F.
**EMPTY** . . . Mix package into mixing bowl.
**ADD** . . . ½ cup water and stir to blend.
**BAKE** . . . in preheated oven

Think of the things that could happen if you were not able to read *Danger, Caution* or *No Smoking* signs.

Suppose you were a parent with a sick child and you could not read the labels on a medicine bottle?

### National Statistics

Functional illiteracy among out-of-school youth and adults is a serious and socially harmful problem in virtually every area of the nation. The Adult Performance Level (APL) Study conducted for the Office of Education by Norvell Northcutt at the University of Texas in 1975, and based on interviews with 10,000 adults, reveals that more than one out of five Americans lack the literacy skills and knowledge needed for coping successfully with day-to-day living. Applied to the 1980 Census, this means that more than 27 million adults in the U.S. are functionally illiterate.

The *Profiles of America's Youth* (1987, NAEP) report on a 1984 assessment of many thousands of young adults confirms Northcutt's results but extends the notion that what must be addressed is more than literacy per se. It is rather "information processing"—a complex of memory, selection, and inference—that is deficient in many poor readers. It further defines literacy in terms of specialized literacy areas such as prose literacy, document literacy (bus schedules, applications) and quantitative literacy.

Experts also agree that the number and percentage of illiterates are increasing as the complexity of American society increases.

Any definition of literacy based on number of years of schooling is inadequate. Having attended school or even having graduated does not guarantee literacy. The widespread practice of social promotion (the promotion of students without requiring attainment of a certain level of competency) has contributed to people having finished high school still reading at the second grade level.

Let's look at the skills that constitute functional literacy as defined in the APL study mentioned above and in the more recent armed forces and literacy in the workplace studies. Communication (reading, writing, speaking, and listening), computational problem solving, and personal interaction skills as well as broad "general knowledge areas" of occupational knowledge, consumer economics, health, community resources, and government and law, have been identified as important to functional literacy.

Learning to read, even at a basic level, is of little value unless it is used to help individuals live more fully and be better able to cope with their daily needs. We are aware that the acquisition of the basic reading, writing and computational skills is only a part of the total picture of adult continuous learning. Studies of competency-based-instruction show the need for work on realistic and practical skills. However, we contend that there must be provision made for individuals to start from the lowest level of basic reading and writing if that is what is needed. Functional competency must begin with practical literacy success. Success will be measured by enhanced self-image, the meeting of personal goals for reading and writing and an improvement in one's ability to move on to new levels of work and personal responsibility.

## Individual Needs

Although more and more people are taking advantage of Adult Basic Education classes offered by the public education system, these services cannot reach everyone who might profit from them. Some classes are not basic enough to meet the needs of the very beginning learner. Some people are burdened with home responsibilities and cannot attend classes regularly. Some are working during the class hours. Others may require a great deal of individualized attention to restore their self-confidence before they can profit from class instruction. LVA offers an alternative to classes — individualized learning, one to one or in a small group, with professionally trained volunteers.

The story of each learner is different. Why does the individual want to learn to read and how can he best be taught? The cases and examples used throughout *TUTOR* will give you an idea of the range of individual histories that account for people not having learned to read. All names of tutors and learners have been changed to maintain confidentiality and privacy. The stories, however, are true.

Many nonreaders have become skilled in covering up their problems. When asked to read, some say they forgot their glasses. There are nonreaders who buy the morning paper and pretend to read so that their neighbors and friends will not know that they cannot. It is embarrassing for intelligent people to admit the lack of this basic skill, so they rely on guesses and excuses to cover up the problem.

Catherine Scott is afraid to go more than three or four blocks from home. She does housework in other neighborhoods, but her employer picks her up and brings her home. She has opportunities for more and better employment, but she cannot take the chance. She can't read the bus signs and is terrified that she will get lost.

Sam Petitot was in school until he was 16 years old, but was pushed ahead with "social promotions." He missed the basics of reading and writing. He was considered a problem, and it was assumed that he was "dumb." He just put in time at school until he dropped out. Sam was an ambulance driver until his employer found out that he could not read or write.

Edward Martin is 36 years old and makes a very good appearance. He has never been to school but knows the capital letters. His wife has had two years of college. Martin says he wants to learn to read "more than anything else in the world." His associates are well educated and do not know that he cannot read. He is afraid that one slip will reveal his problem.

Matt Bolansky is a Vietnam veteran and married. He had only a few years of schooling in a rural area. He drives a truck and constantly fears the day when he will lose his job because of his inability to read. He cannot read maps or directions and often finds himself in the wrong area.

Chris Barrow is 46 years old, married, and has five children. She comes from a large family and had to work in the fields, with no opportunity for schooling. A busy housewife and mother, she has no time for classes. Her big desire is to learn to read in order to keep up with her children. It is too late to read to them, but she wants to understand what they are doing in school.

Amos Boyce is a diabetic. He goes to the hospital for treatment and instruction in the self regulation program he must observe to control his disease. The doctor talks too fast and says too much for him to remember, but he gives Boyce a booklet so that he can review what he has been told. When the doctor asks if he understands, Boyce says "yes." Most doctors are too busy to say things twice and Boyce is scared. If he could only read the booklet the doctor gave him, he could find out what to eat to avoid a diabetic coma.

Tom Marvosa is 15 years old. He is in the 9th grade in school but reads at the 3rd grade level. His parents, having had little education themselves, can't understand or help him with his reading problems. Tom, a slow learner in the primary grades, was given social promotions to get him out of the way. Frustrated and angry, he is a problem in class and can't possibly keep up with his classmates.

## Changed Lives

The outcome of instruction for each learner is different. How do you measure success? By progress in reading, of course, but also by changes in attitude, by the evidence of new self-confidence and determination, or by increasing job responsibilities. Lives are changed when adults and teenagers learn to read. Read these success stories to learn of some of the joy involved in teaching:

Carol Ruth is a Cherokee Indian, raised in the Long House. Her brothers were sent to school, but her place was thought to be in the home working. She had only a few years of school and was unable to read or write.

However, Mrs. Ruth was a successful mother and wife. Things were going reasonably well until her husband's gradual blindness made her realize that a good share of the responsibility of the family would be on *her* shoulders. She called Literacy Volunteers for help. She worked hard with her teacher, for there is no easy way to learn to read and write.

Mrs. Ruth now reads well, and what a difference it has made in her life! She has confidence in herself and in her ability to learn something new. In the past, she had been cheated many times, but now she reads a paper *before* she signs it. If she doesn't understand it, she finds out first what it means. Her daughters often brought messages home from school, but she could not read them so she threw them away. Now she knows that this was the reason her daughters were never included on school trips. Reading has helped Carol Ruth open a window to the world.

Wanda Forest had a list of things she wanted to do. After some reading instruction, she was able to:

1. Go to the bank alone and sign her name with confidence
2. Write a limited grocery list and read the names on many cans and packages
3. Look at a calendar and determine what day of the week falls on a given date
4. Read most of a menu (She took great pleasure in reading: "On Wednesday, all the fish you can eat for $3.40.")

Limited achievements? Perhaps. But a big advancement in this person's life.

Sue Markert is so far behind her high school class and so uncomfortable with her fellow students that she avoids attending classes. She is simply waiting for her sixteenth birthday to drop out of school.

But, with her own reading tutor she works well and diligently. Her tutor is the only one who knows how far behind she is and is there to help her with the basics she missed years ago. With this helping hand, perhaps Sue will have the support she needs to remain in school and continue learning.

Do these stories make you wonder how many people in your community are unable to read? But we are concerned with more than numbers. These stories represent *people* with individual daily problems that they cannot solve because they are unable to read.

As soon as you are acquainted with your individual student, he will cease to be a statistic. You will share problems and successes, and find your achievement in that of your student. You will have a new friend. You will be helping to break down cultural, social and perhaps racial barriers. You will be learning from your student. Learning to read is a journey that will not be easy, but with good will and patience on both sides, it is a journey that holds immense satisfaction.

# What Is Reading?

Just what is reading? Reading is a complex act which is sometimes harder to describe than to teach. Reading is a language-thinking act. This means that the reader processes print in much the same way a listener processes speech. Although written language may differ slightly from the more casual spoken language, it follows the same rules. We hear complex sounds and they have meaning for us because we are users of language and have knowledge through experience of the world. We know what to expect in:

1. sentences meant to reflect real world meaning (Only in the special language of poetry or fantasy does "The apple ate the orange" occur.)
2. word order (adjective-noun, not noun-adjective: *hot day* ...not *day hot*)
3. sound combinations (*szri* does not occur in English, *dog* does)

All this largely unconscious knowledge is combined with the formal knowledge of sound/symbol relationships (letters and patterns of letters represent sounds) when we read or write with comprehension.

Many methods for teaching reading and writing have been proposed and implemented. Literacy Volunteers of America, Inc. uses a learner-centered whole language approach in its individualized tutoring, whether it is done one-to-one or in small groups.

A whole language approach recognizes that reading takes place only when there is comprehension of what is being read. It also recognizes that people bring their life experience and knowledge of what sounds right in En-

glish to the reading experience. A whole language approach focuses on the learner's goals and interests. Learners are taught to pay attention to the clues of meaning and sentence structure when reading and writing. Making use of this knowledge is called using CONTEXT CLUES. All proficient readers do it. Research has shown that learners who see reading as understanding the meaning of a passage and as a process of constructing meaning out of the fewest possible clues learn to read at an independent level more quickly than those who see reading as decoding or putting letters together.

One major source of learner-centered material arises out of the use of the LANGUAGE EXPERIENCE technique. Learners dictate or write paragraphs based on their experiences or on stories read to them. The vocabulary, sentence structure and context are those of the learner's. This encourages the learner to see meaning in what he is studying and to identify reading as an integral part of his life from the earliest lessons. All of these factors enable the learner to predict unknown words from already known meaning. This language experience material can then be the basis for further instruction using other techniques: Sight Words, Context Clues, and the Word Analysis Skills of Phonics and Word Patterns.

SIGHT WORDS are those words which are learned as whole words for a variety of reasons. Some are the very important survival words which must be learned as soon as possible. Some are the initial words in a patterned list of words. Other sight words are those which are irregular and cannot be figured out from context or word analysis.

WORD ANALYSIS SKILLS are those used to identify the sound/symbol relationships between a consonant letter and its sound, and between a vowel-consonant letter(s) pattern and its sound. Phonics is the teaching of the consonant sound/symbol relationship, such as *s* as in *un*. Word Pattern is the teaching (through rhyme and patterns) of the vowel-consonant letter pattern relationship; for example, *am* or *and* as in *Sam* or *sand* or the recognition of word endings or compound words.

Your teaching will center on your learner's experiences, vocabulary and needs. You will expand that knowledge by reading to him (modeling), reading with him—sometimes aloud (assisted reading), encouraging him to read (sometimes aloud and sometimes silently) on his own, and by directly teaching the word recognition skills of decoding and use of context. In the following chapters you will receive instruction in how to teach using language experience, sight words and context clues, phonics (consonants), word patterns [vowel and consonant(s) combinations] and silent and assisted reading. You will be shown how to apply the combination of methods that is most helpful to each individual learner.

It is imperative when using a whole language approach that you assess the learner's reading knowledge, interests, and goals. This is done primarily through use of an assessment instrument such as the *READ* test, reading inventories, interview techniques and listening skills. As you integrate comprehension questions and discussions throughout each lesson, you will be assessing all these points and adjusting your instruction accordingly. During your training you will learn to identify print materials appropriate for teaching adults and how to do lesson planning.

Most adults want to learn to read for a purpose. They want to find better jobs, help a youngster with school work or read the Bible. Some want to get a driver's license or read a technical manual. If you know why your student wants to learn to read, you will understand him more fully and you will be better able to choose appropriate reading material. This knowledge will aid you greatly in helping any person learn to read better.

## Rate Of Learning To Read

As an LVA tutor you are asked to commit a minimum of 50 hours per year to tutoring. This is the minimum that a learner seems to need to make measurable progress in reading and writing and to meet at least some of his stated goals.

How quickly a person learns to read is affected in part by the very nature of what it means to learn to read. Reading is not a neat bundle of skills with each skill taking the same amount of effort and time. Just as it takes any person time to learn a complicated process such as using a word processor, knitting or speaking a foreign language, it takes time to learn to read and write, regardless of talent or intelligence. Given the nature of reading and writing, these skills will not be learned completely in a month or a year.

Some progress will be made with all but the most exceptional learner. However, learning to read and write past the minimal functional level will be something your learner will be doing for the rest of his life . . . just as you are. The more anyone reads, the more he understands from his reading and the faster and more efficiently he will read. The process of reading and writing and gaining knowledge is a lifelong learning adventure. It is one that you are about to share with another adult.

# Summary

We have found that thousands of people just like you, given the training contained in this handbook, have helped learners become functionally literate. You will soon have the skill to open new doors of opportunity for those who have been looking for a second chance.

# CHAPTER 2

# Characteristics of a Basic Reading Tutor

You may be a professional teacher, an expert in some other field, a student, or a homemaker. Who is to say who will best be able to gain the confidence of a person who wants to learn to read and write and finally provide that spark, that hope, that knowledge that will allow a student to learn to read.

Whatever your previous training, some of the skills you already have will help you to gain the new skills that you will need. Some of these skills are technical—the "how-to" skills—but a very important aspect of tutoring is based on personal qualities such as commitment, patience, and enthusiasm.

## Commitment To Training

The desire to help and the willingness to give time to teaching reading and writing are not enough. Learning the skills and techniques of teaching basic reading, including student goal analysis and lesson planning, is essential to effective teaching.

Literacy Volunteers of America (LVA) offers training in tutoring Basic Reading. The training is a professionally designed and field-tested workshop. The workshop is especially designed for the non-professional reading tutor but is used by professionals in the field as well. *TUTOR* is the handbook which accompanies this workshop and together they are designed to provide you wit.. needed skills and practice.

You will also be provided with on-going training through the in-service session scheduled by your local affiliate, Adult Basic Education program, other educational organizations in the community or by your state LVA office. Additional training is also available at LVA's annual conferences to which all tutors, trainers and adminstrative staff are invited.

## Patience

Tutors must have many virtues, but perhaps the greatest of these is patience. Sometimes learning seems very slow. On the other hand, there are occasions when all the carefully built knowledge seems to come together and the learner says, "Oh, I see." Then all the patient work becomes worthwhile. Joy comes to you both when your student learns.

## Understanding

Because people vary in their ability to learn and because this ability will vary from day to day due to personal happenings in their lives or because of the varying nature of what they're trying to learn, you will need to be understanding and know that lessons, like life, don't always go according to plan.

## Concentration

Your main job is to teach. There will never seem to be enough time for everything you anticipate doing, so try to keep your conversation related to the purpose of the lesson. You are responsible for working with your student to plan your lessons, teaching, and keeping records. Because your main job is to help your student grow in reading, writing and comprehension skills, each session with your student must be just that—a teaching session. If you find a problem that you feel neither comfortable with nor trained to deal with, you can contact your literacy program for help in referring someone to the appropriate agency for help. Dealing with the problem in this way will show your concern while not asking you for skills and training that you do not possess. Paying attention to a student's problems is important in easing the tension in his life and retaining him in the program.

## Adaptability

People are infinitely different. Some have phenomenal memories. Some have keen intuition. Some have a knack of learning through observation, and some are plodders who will learn in time if you have patience enough to allow them that time. Your job is to adapt your teaching to

your learner's interests and abilities. Be open-minded to new ideas and to a variety of teaching techniques.

## Sensitivity

For many years some students have bluffed their way along, using their wits to cover up their reading and writing inadequacies, not daring to admit their minimal skills. Be gentle with these feelings. It is very difficult for an adult or teenager to admit that it is hard to accomplish what is expected of a six-year-old. Compensating behavior, like pretending to know, is hard to change, but as the relationship between you and your student brings about mutual trust, these lifelong defense habits will become less necessary. A good tutor offers clues to the learner so that success is possible. Hearing *no* too often is as discouraging as being interrupted too often. If your student is puzzled and discouraged in his reading, be ready to change your lesson plan. Be sensitive to your student's behavior at all times.

## Enthusiasm and Encouragement

Keep your enthusiasm high, giving genuine encouragement to your student so that a feeling of accomplishment will be experienced with each small success. These small successes must occur before any long-term success can be achieved. But do not pretend success when both you and your student know it has not been attained. Excessive pressure and urging are not conducive to learning, but genuine respect and regard for your student's growth are sources of help and pride.

## Sense of Humor

A tough task is often made easier by including some light moments. Laughter often reduces tension, and a good joke read or shared is a fine way to build a relationship and to add pleasure to some otherwise hard work. An instructional hour with several laughs in it will seem like a much shorter time. An occasional error made by the tutor can ease the tension when a learner makes a mistake. Beware of sarcasm. This kind of humor is always destructive. It has no place in a tutor-learner relationship.

## Ability to Plan

As a tutor, you are responsible for working with your student to set goals and plan lessons as well as for teaching, keeping records and reporting statisics to your local program office at regular intervals.

When planning a lesson or series of lessons, keep in mind the long-range goals your student has for learning to read and write. Tie the lessons to the material your student wants to be able to read and write on his own.

Because there never seems to be enough time for everything you want to do, plan your lesson well. Make the most of your time together. Keep a good mixture of review, reading and writing practice, new learning, and fun in your lessons.

Also plan between-lesson activities which will give the learner practice in both reading and writing. A tape recording of your lesson and a writing assignment or spelling practice would be appropriate. Both of you need to include these between-session activities as an integral part of the lesson. Students will progress only as they put reading and writing skills into practice, and two hours a week is not enough to make real progress.

## Creativity

Asking a tutor to be creative in teaching reading and writing is not fair if they have no base of knowledge in the techniques of teaching. LVA has carefully developed this handbook and the accompanying Basic Reading Tutor Training Workshop to provide the basic approaches, techniques and knowledge about tutoring and learning which will allow you to apply your creativity. Adapt these basics to your individual student's needs and abilities, knowing that whatever works with your student is right.

Thus your creativity is encouraged. You and your student will be directing the course of your study together based on a solid understanding of what you're doing.

## Perseverance/Influence

Success stories are encouraging, but not all students will be successful. You must realize that teenage and adult nonreaders are on the bottom step of the ladder, and that first step is often very big. Some will never make it. Working with their own tutor is often many adults last hope. So you are encouraged not to give up before you have abundant evidence that there will not be enough progress to sustain the skills.

Although you might not always achieve success with your student, you will never know how far the ripples go from the pebble you drop in the pond. You may never know how much influence you may have by teaching your student. Sometimes you may seem to fail with a learner, but underneath that "failure" may be success in a different form.

One example is Peter Oran, a literacy program dropout. He felt that he had failed in everything and sought solace in alcohol. But he insisted his teenage son stay in school; that he not become a dropout like his father. The hope of learning was not strong enough to sustain the father, but the glimpse of the skills he might have had strengthened this man's concern for his son.

On the other hand, you may be teaching a potential leader. Leaders sometimes come from unlikely places. No one would have believed that out of a poverty-stricken home on the second floor of a livery stable would come the distinguished Michael Faraday, who one day would give us the principle on which all electric motors are built. Who would have believed out of a humble frontier home would come an Abraham Lincoln? Who would have looked for leadership in a frail black woman born into slavery? But Harriet Tubman led hundreds of slaves on the perilous journey to freedom in the North. She served as a guide, a nurse, and a spy for the Northern Army and

is considered "the Moses of her people."

In the world of finance, investment counselors use the phrase "growth potential." Consider that phrase as you tutor one person for at least 50 hours. It is possible that through your work and influence with a parent the whole attitude of a family could change. The children may begin to look at their parents with new respect, regarding their own learning as being more important than they had realized. With learning as a central focus for both children and parents, the whole idea of staying in school and completing an education often takes on new meaning. As you work with learners from different backgrounds, you'll never know whether they or their children might become a leader or influence someone else destined for leadership. This is a growth potential with possibilities that extend far beyond your instruction.

## Commitment to Teaching

A volunteer tutor must make a real commitment to the job. You have the potential to greatly influence at least one person's life by your efforts, so you should agree to:

1. Master tutoring techniques through appropriate training
2. Continue your training by participating in in-services provided by your local literacy program
3. Teach at least one student twice a week for a minimum of 50 hours (This does not include sickness, vacations, or emergencies. To obtain any significant progress in reading and writing, at least a year's work is necessary. Fifty to 70 hours equals only two to three school work weeks. Two to three full weeks of instruction are not very much. That is why homework practice is so very important to consistent progress and achievement.)

## Conclusion

You don't need to be a "Super Teacher" to help someone learn to read and write. Positive personal qualities and knowledge about learning and how to tutor are needed. The fact that you have chosen to try to help someone shows that you have the motivation to expand your positive qualities and knowledge through the training you are now undergoing. So Good Luck to you as you complete the rest of this course.

# CHAPTER 3

# Characteristics of an Adult Learner

Your students may be male or female, 16 or 65, and from any of a number of ethnic backgrounds. They may have had several years of schooling without success or may never have gone to school. They may be married with large families. They may be living alone. Some may be students in school. But one thing is sure—they want to learn to read and write and need your help. Learning is a life long experience, one that is greatly aided by the ability to read and write. As a tutor, you need to be aware of the characteristics of an adult learner. These characteristics must be taken into account when clarifying goals and planning lessons to suit that individual learner.

## Creative and Adaptable

If a person did not learn to read because of lack of schooling, it in no way indicates a lack of intelligence. Many nonreaders are intelligent and creative in finding ways to compensate for the lack of this very essential skill. One learner commented, "I don't have trouble thinking. My trouble is just reading."

Adult learners differ from children in many ways, especially in their range of life experiences. Personality, habits, attitudes, and interests have solidified to a far greater degree than those of a child, making the adult comparatively more rigid and less receptive to change. However, the adult knows better what he wants from educational experiences, has rich experiences on which to build, and is motivated to try different approaches.

Each adult learner has unique talents and has succeeded in some area of life, be it church, neighborhood, family, job, or as part of a network of friends. The poeple we work with are neither blank slates nor failures. They simply do not have the skills of reading and writing that you do. You need to encourage them to use the adaptability and creativity they have demonstrated in other areas of life.

## Apprehensive or Fearful

A basic reading student, like any other adult going into a new venture, may very well face the experience with much hesitancy and apprehension, thinking: "Am I capable of learning after all these years? You can't teach an old dog new tricks. I've failed so many times, will this be another failure? Will my friends find out about this?"

Some learners do not show up for their first meeting with the tutor. It might be that the learner on reflection decided not to go through with the lessons or it might be that there was an unexpected problem such as the sickness of a child. Perhaps the learner was not sure of the time or place. But again, it might be that the learner just could not face the new experience when the hour arrived. The unknown can be frightening. It takes a great deal of courage to admit your needs and ask for assistance.

Even as a tutor who has been trained to teach and who has been told about the student in advance, you might be going to the first tutoring session with butterflies in your stomach. Think how much more frightening this might be for your student.

Your student may wonder what you are getting out of the tutoring experience. When your student finds you are a volunteer—that you are teaching because you sincerely care and want to help—a new understanding of the tutoring partnership often results.

There will be doubts and questions, perhaps hoping against hope for one last chance. How you relate to your student as a person is as important as the reading and writing instruction you will be providing.

## Uneven Learner

Ever have a day when you could do nothing wrong, only to have it followed by a day when you could do nothing right? This up and down, uneven pace is natural to all learning. Some days your student may learn quite proficiently and you will feel a great buoyancy about your progress. But at other times, words may just refuse to settle in to the learner's memory. On such occasions long-learned words may fly in and out like errant butterflies. You may begin to think your student is not trying, especially if a day of forgetting follows one of good retention. We know little of the physiology of memory, but chemistry may play a greater role than forgetfulness or lack of interest. Or there will be times when your student may have a sick child, may just have lost a job, or may be having domestic difficulties. No one can concentrate on reading with problems like these. You cannot solve their problems, but you can listen, ask constructive questions, and perhaps direct them to the appropriate agencies.

Remember, to learn unevenly is both in the nature of the person who is learning a new skill and in the nature of the learning task itself. Don't be too upset either with yourself or your student if an occasional lesson seems to drag.

## Learning Styles

We all learn in a variety of ways, and we all have preferred ways of learning. Some will learn more easily if they can *see* or *feel* what is to be learned. Other learners may have to *hear* it to know it. It is important for your lesson planning to know that different people have different preferred styles of learning. However, most of us can reinforce our own learning by including more than one style. You will be learning several ways to teach and there is no easy way to predict what will work best for a particular student. You will need to experiment, observe carefully, and then use what works.

## Continuous Growth

As your student gains the ability to read and write with ease and develops self confidence, you should plan for his transition to a different reading situation. Perhaps getting started in other learning situations will gradually lessen your student's dependence on you and contribute to his continuing growth as an independent learner. Joining Adult Basic Education (ABE) classes; becoming a library user; enrolling in job training classes or a basic reading small group tutoring session are ways to ease this transition. You may want to meet only once a week or less as you complete the learning you are doing together, providing encouragement for your student to take more responsibility for personal growth and development.

## Personal Life Outside Of Class

Nonreaders frequently have problems which are not directly related to their inability to read and write. Some will have domestic difficulties which will cause them to have feelings of hopelessness. Their problems, like yours, are varied and serious. However, they must face these problems without the benefit of the knowledge that reading brings. In addition, they are dependent on someone else for help with the reading and writing that life requires.

Remember, your student's life need not be seen as being all problematic. Many people who do not read or write are able to cope with life to their own satisfaction. They might trade off their skills with others who do their reading for them. They are usually part of a family, neighborhood, work or church network and have other responsibilities to deal with in addition to coming to lessons. As they learn to read, their place in the network will change. You need to be aware of this other aspect of your student's life if you are to adjust to his changing needs.

## Additional Characteristics

In planning your lessons, here are additional characteristics of the adult learner to keep in mind:

Adults generally

- are embarrassed by their illiteracy
- view themselves as responsible, self-directed and independent
- feel threatened by formal tests
- resent being treated like children
- learn best in informal settings
- want realistic methods and lessons
- prefer to make their own decisions
- are motivated by goals
- are sensitive to criticism
- are experienced
- have uneven skill development

Of course not all these characteristics apply to all learners, but checking your own student's experience and expectations against them will help you set the atmosphere and content of your lessons.

## A Word About IQ

There are special problems that cause some people to move ahead more slowly than others. Some learn slowly because they need much repetition in order to build associations in their minds. Intellectual capacity varies from one person to another, and many poor reading students may have an IQ score that suggests below average functioning. Doubtless, the group of nonreaders does include individuals whose mental processes function below average. However, IQ tests often measure nonreaders inaccurately because such tests require them to read a test based on a vocabulary that only reading promotes. Therefore, nonreaders are doubly penalized. They don't read the test well enough to do justice to the items, and their lifetime lack of reading has reduced the number and variety of their experiences. In addition, many people in the nonreading group have lived in areas where cultural opportunities have been limited. It is risky, therefore, to accept the results of intelligence testing at face value.

## A Point To Remember

Most approaches will work with most learners, but occasionally a certain method will not be at all effective with a particular student. Often adult learners have years of feelings of failure tied up with the whole idea of trying to learn to read and write. Another failure may even mean an end to trying and thus the student will lose his chance to learn and the opportunity to be more in charge of the choices in life. Focusing your lessons on your student's specific reasons for learning to read and pacing the learning so that both of you see progress and feel successful will help your student succeed.

Increasingly there is awareness that a significant number of people cannot learn easily because they have a learning disability. This handicap is real, and doubtless many teen-agers and adults who have not yet learned to read are disabled to a greater or lesser degree. However, because of the complexity of diagnosis and the uncertainty in the field, we will not deal extensively with this problem in this text. The slide/tape module, *Special Reading Problems* (Miller, 1983) goes into this problem in greater detail and is available for tutor in-service training. However, even without extensive special training, the careful instruction and appropriate pacing described in this text should serve to assist all but the most disabled in making steady and significant gains.

# CHAPTER 4

# Assessment/Goal Setting

## Assessment

Before you begin to teach, it is helpful to find out as much relevant information about your student as possible. Discovering your student's strengths and weaknesses is necessary if you are to provide meaningful instruction. It is just as important to discover what the learner does know as it is to discover what he does not know. An assessment of your student's strengths and needs can be accomplished in two ways: formal assessment—giving a reading skills assessment test, such as LVA's *READ* test; and informal assessment—observing, talking with, and asking questions of your student.

### Formal Assessment

Most formal assessment tests are designed to measure learners' knowledge of letters, patterns and sight vocabulary, use of context, and reading and listening comprehension. However, a majority of these reading diagnostic tests were developed for children and are inappropriate for teenagers and adults. To fill the need for an easily administered adult test, the authors of this book devised *READ*: Reading Evaluation-Adult Diagnosis (Colvin, Root, 1981), a test that provides for the measurement of the following competencies:

1. Basic sight word recognition
2. Specific word analysis skills in relation to:
   - — Names and sounds of letters (consonants)
   - — Blends (bl, br)
   - — Word patterns (mat, sat, fat)
   - — Reversals (*was* for *saw*)
   - — Variant vowels (vowel sounds other than the short vowels)
3. Level of reading ability (word recognition and comprehension)
4. Level of listening comprehension

Information from the *READ* test will help you decide which skills to teach and what portion of your lesson should be devoted to each skill. You will use test results as a general guide in developing lessons and selecting materials. Knowing what skills your student has will also help you and your student set time-lines for attaining goals.

Your student may already have been tested by your local literacy program; if not, you may administer the test yourself. Regardless of who administers the test, you will need to use the summary sheet of results to give you a profile of your student's abilities and needs.

Section One of the *READ* test assesses the sight recognition of words in a list of the 300 most frequently used words (Kuchera, 1967). In Section Two, the test checks the learner's skill at recognizing the names and sounds of consonants and of consonant-vowel-consonant patterns. Section Three assesses both reading and listening comprehension. Reading comprehension is tested by having learners read passages and answer questions. Listening comprehension is tested by having the tutor or testor read passages to the learner, and then asking the learner to answer questions about the passage.

Subject matter and vocabulary in *READ* are adult oriented and have been composed from the stories and comments of adult learners. The test should prove useful in providing information to help you plan individualized lessons.

After testing, you will know—fairly accurately—some of your student's reading skills. To credit an adult with skills not yet possessed is to expect what cannot be produced. No one can succeed under these conditions. But you may find some rather advanced skills and, when you clear away the basic problems, achievement could be swift and sure. Testing provides a road map for your instructional journey.

A word about the standardized tests frequently used in schools to measure reading ability. These achievement tests are standardized by administering them to a large population of learners. A mean score is obtained from that sample for all learners in a comparable grade in school. The score, called "grade equivalent", is the raw score earned by the average learner who has been in a

particular grade for a particular number of months. Thus a grade of 3.5 on a standardized test would mean that learners in the fifth month of grade 3 got that score. Don't be overly concerned that your student should attain some arbitrary test score; rather, be concerned with the answers to such questions as (1) What does my student know now? (2) What is my student ready to learn next? (3) How can I teach what my student is ready to learn?

## Informal Assessment

Formal tests, such as the *READ* test, provide you with a profile of your student's strengths and needs and give you a base from which you can measure improvement. However, such tests do not tell you about your student's interests—that information you need to get from talking with the student yourself. You can do this in both structured and non-structured ways.

### Structured Conversation

By "structured," we mean using a list of questions to find out about the learner's interests. To get at these interests, make a short list of questions that you can use with a learner, such as:

"What would you do if you had an unexpected afternoon off?"

"How could reading better make a difference in what you do?"

"If you had $1000 and no bills to pay, what would you spend the money on?"

This questioning is one way to find out the kind of information you need to help learners set goals and to help you select materials for lessons.

You prepare a list of questions ahead of time not only because it helps you have a plan for those initial informal conversations, but also because it demonstrates to your student that you are serious about planning lessons around his or her interests. However, because questions can be interpreted as prying into private affairs, be sensitive to your student's reactions as you discuss things. Stress the fact that your conversations are part of the confidential learner/tutor relationship.

Be prepared to make short statements about yourself, sharing your experiences. You might want to share what you enjoy doing in your spare time before you ask questions about your student's interests.

Such sharing can provide the basis for a relaxed give and take conversation and can lead to a reading activity such as a language experience story. Keep the discussion informal and friendly in order to encourage the learner to talk. Although you are using a structured conversation approach, allow for digressions by your student. Digressions can actually be opportunities for your student to talk and share information. The more you can learn from your student about his or her likes, interests, vocabulary, and style of English, the better prepared you will be for setting goals and planning appropriate lessons.

It is important to find out what your student wants to read. Studies by the Army and the Navy have shown that low-skill level readers learn best when the reading material and vocabulary is tied directly to the reason they have for learning to read.

If your student wants to read to his children, use children's books; if he wants to read a particular manual, use that manual. General reading skills increase as particular reading needs are met. If your lessons are on general materials there usually is not the carry-over into the specific reading tasks needed by the learner. The use of specific subject material is called using functional context. Many LVA tutors have used this approach for years and can attest to its effectiveness.

For those learners who do read some, a natural list to use to identify possible materials for lessons is one that focuses on what the learner likes to read, and can read, as well as what the learner would like to read more of. The *Reading Inventory* on page 00 will provide you with that information.

You may want to complete a learner "Reading Inventory" list early in your lessons, so that in six months or a year you can ask the same questions and will have some measurement of how your student is integrating reading into his or her life.

### Non-Structured Conversation

Non-structured, or free conversation, can be one of your best sources of information about your student. Although your initial meetings will be more structured, subsequent meetings should become more informal as you get to know your student better. The important factors in free conversation are to be relaxed and to ask questions which give the learner the opportunity for more than a simple yes or no answer. Also, these questions should be asked out of sincere, genuine interest. This is not *just* an interview to get information.

Listen to what your student says and try to respond with comments that reflect what was said. Don't deny your student's feelings. For example, if your student expresses doubt about being able to do or read something, acknowledge that you accept what he is saying. Rather than saying "Don't worry, you can do it," you might say "You're worried about being able to do that. It's something we can work on."

Learning to read requires the student's complete concentration on the task. Sometimes problems, either short-term or long-term, make this difficult. If the learner is involved in marital problems or has lost a job or is physically fatigued, the energy needed to learn may be limited or even lacking. Problems of long duration, stemming from a lack of reading ability, may cause such anxiety about learning that learning is made more difficult. The student *wants* to learn and yet is afraid because his nonreading has been an area of such deep concern for so many years. The longer you tutor a particular student, the more trust he or she will have in you. As time goes on, your student will be more open with you and you will pick up information that should be helpful in determining goals and planning lessons.

## Listening Skills

Responding to a person by giving back both the message and the feelings behind the message in a tentative manner is practicing "reflective listening". It is one of the most important of the listening skills. This technique should be used in your lessons to keep the focus on your students and their concerns.

When using some of these **Reflective Listening** skills:

1. Paraphrase: Give back the speaker's idea in your own words, rather than by repeating his/her exact words.
2. Focus Questions: Ask questions to help the speaker keep to the point he is making—questions like: "Just what is it that you don't understand?"

The listening skills that let the speaker know he is being heard are called **Encouraging Skills**. They are

1. Brief one or two word responses which encourage the speaker to continue, for example, "I see", "Oh, sure", "Uh-huh", "Really?", "Go on, sounds good."
2. Interested Silence — nonverbal encouragement which helps the speaker talk about a difficult problem (It gives him space to think before reacting.)
3. Door openers that issue an invitation to the learner to speak (You could use phrases such as: "You seem troubled", "You sure look excited", "How did it go?")
4. Open-ended questions which encourage the speaker to elaborate and which might bring additional ideas to mind (For example: "What do you want to do now?" allows the student to make a decision for action rather than you suggesting a solution.)

**Summarizing** is also an important listening skill. This is done by reflecting back the main points of your student's conversation in two or three sentences.

## Physical Screening

### Observe/Consult

Before proceeding with instruction, watch for indications of any obvious difficulties your student appears to have in eyesight or hearing.

Does your student squint, read with one eye covered up, tip his head so that the bridge of his nose obscures the vision in one eye, hold the book too close or too far away, rub his eyes, or complain of eye fatigue? Any of these symptoms suggests a referral to a vision specialist.

Does your student have to look at you to be sure of hearing what you have to say? Does he favor one side or another while listening? Do you have to repeat things often? Any of these symptoms may suggest a hearing problem, which may require medical attention.

You may also encounter students who have neurological problems which may not be easily identified from casual observation. Such learners may have great difficulty in linking the word they see with the word they speak. These individuals may be quite bright, yet be very difficult to teach to read. Because the symptoms of such disabilities are technical, we will not try to deal with them here. If the progress is so slow that both you and your student are discouraged despite the best efforts, teaching may have to be discontinued. Whenever possible, this should be after consultation with experts who may be available to you. In such a case, however, it is important to realize that the fault may not be one of inadequate instruction on your part or too little effort on the part of the learner—some few adults will remain nonreaders despite all efforts to teach them.

# Goal Setting

Defining and setting goals are among the most important first activities in any learner/tutor relationship. An agreement as to what the goals are and a commitment to these goals motivate both the learner and the tutor. When goal-setting is done well, success, which motivates further learning, is a natural outcome.

Because self-motivation is a prime factor in actually learning to read, it is imperative that your student be asked to identify his reading goals at your first session. Having a purpose or goal for learning to read gives you and your student something against which to measure progress and provides a strong motivation for many students. And motivation for learning to read is a prime factor in actually learning to read.

You will work with two kinds of goals: long-range goals and short-range goals. The long-range goal is just that, one that will take a long time and probably be complex. Short-range goals are quite often the sub-goals necessary to reach those long-range goals. When you actually begin planning lessons, you will break the sub-goals into manageable tasks, called "objectives," such as being able to read a story and retell it in one's own words or learning five specific sight words in a particular lesson.

For the student who says he just wants to "learn to read," using the *Reading Inventory* (Page 00) could open the discussion of "What do you want to read?" Also, a language experience story based on "What would you like to be able to read if you could read one thing this afternoon?" would supply you with useful information in setting goals.

When a learner seeks instruction in basic reading, that learner often envisions an ability to read anything with the apparent ease that good readers demonstrate. While that is a worthy long-range goal, it will take months of instruction to attain anything approaching that competence. So for those people who just "want to be able to read," start by asking them *what* they want to be able to read and *why* they want to be able to read. Try to find out what it was that finally got them to come to a literacy program. That final motivation, that image they had of themselves reading or writing something, is a very practical place to begin in setting up the goals which will guide

## READING INVENTORY

TUTOR: "This list of questions is about what you read or might like to read. I'll ask you if you read something, like the newspaper, and you tell me about how often you read it. If you don't read it, we'll go on to the next subject. After we go through all the questions, you can tell me which of the things on the list you would like to read.

"We'll be talking about newspapers, books, magazines, and other reading materials like letters, advertisements, school notices, and signs."

Note Tutor: You do not have to read through each sublist. Simply ask which part or kind of material the student reads and check off the answer as given.

A. NEWSPAPERS: Have you looked at a newspaper in the last six months? _____yes _____No (If no, go to B).

| What part of the paper | How often do you read it? | | |
|---|---|---|---|
| Part? | everyday | once-week | several times-month |
| SPORTS PAGE _____ | _____ | _____ | _____ |
| FRONT PAGE _____ | _____ | _____ | _____ |
| LOCAL NEWS _____ | _____ | _____ | _____ |
| ADS _____ | _____ | _____ | _____ |
| COMICS _____ | _____ | _____ | _____ |
| OBITS/SOCIAL _____ | _____ | _____ | _____ |
| OTHER _____ | _____ | _____ | _____ |

B. BOOKS: Have you looked through any books in the last six months? _____yes _____no (If no, go to C).

| Kind? | everyday | once-week | several times-month |
|---|---|---|---|
| MANUALS | _____ | _____ | _____ |
| MYSTERIES | _____ | _____ | _____ |
| ROMANCES | _____ | _____ | _____ |
| SPORTS | _____ | _____ | _____ |
| GARDENING | _____ | _____ | _____ |
| RELIGIOUS | _____ | _____ | _____ |
| OTHER _____ | | | |
| _____ | _____ | _____ | _____ |

C. MAGAZINES: Have you looked at any magazines in the last six months? _____yes _____no (If no, go to D).

| Kind? | everyday | once-week | several times-month |
|---|---|---|---|
| HOW TO FIX IT | | | |
| ROMANCES | | | |
| SPORTS | | | |
| GARDENING | | | |
| WOMAN'S | | | |
| FASHION | | | |
| HUNTING/FISHING | | | |
| NEWS | | | |
| OTHER _____ | | | |
| _____ | | | |

D. GENERAL: Do you usually read any of the following?

| Kind? | everyday | once-week | several times-month |
|---|---|---|---|
| BUSINESS LETTERS | | | |
| PERSONAL LETTERS | | | |
| SCHOOL NOTICES | | | |
| ADVERTISEMENT BROCHURES | | | |
| MENUS | | | |
| TELEVISION GUIDES | | | |
| JOB DIRECTIONS | | | |
| APPLICATION BLANKS | | | |
| OTHER _____ | | | |
| _____ | | | |

Of the kinds of reading materials we just read about, are there any you would like to use in our lessons? Which ones? (Tutor, circle the ones your student mentions.)

Interviewer's Name _____ Date _____

Respondent's Name _____ Gender: Male____ Female____

5/85 V.K. Lawson based on John Guthrie (1981)

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your lesson planning. A practical long-range goal might be to obtain a driver's license or to read to children. Don't deny the goal. Simply point out that such a goal will take a long time and that there are things which can be accomplished along the way that will meet more immediate goals. Try to divide such a goal up into more attainable short-term objectives. For example, one step toward obtaining a driver's license is to be able to read words frequently seen on highway signs. A first step toward reading a bedtime story might be to read the limited vocabulary of a Dr. Seuss book.

Learners should participate in setting these goals and should agree upon a timetable for reaching them. It may be necessary to re-adjust a too optimistic timetable, but once the goals are set, each lesson should be designed to lead toward the goal and to contribute some recognizable skill related to it.

In your first lesson, you will be getting ideas about what your new student wants to learn. You will need to spend time planning your next lessons based on the analysis of those goals. You will find that you and your student will need to work together to reassess goals and to set short-range goals which may be ends in themselves or parts of a more long-range goal.

## Conclusion

Through careful assessment and goal setting, you and your student are setting up an atmosphere of cooperation and mutual responsibility which will enhance your chances for success.

In the following chapters you will read about the actual instructional techniques you will include in your lesson plans and use in your lessons. After you have learned about the techniques and activities, we will return to Goal Analysis as the basis for lesson planning. The chapters on methodology will enable you to choose appropriate approaches, techniques, and activities to meet the specific lesson objectives. These lesson objectives are the steps to meeting your student's goals whether they be long- or short-range.

# CHAPTER 5

# Basic Techniques and Approaches To Teaching Reading and Writing

In this chapter you will be introduced to the following basic ways to help your student acquire reading and writing skills: language experience, sight words, context clues, phonics and word patterns. Having learned how to use and adapt these techniques and approaches, you will be able to plan lessons around your student's goals and to begin teaching.

Success is especially important at the first lesson because the learner has a history of reading failure to overcome. You will have several instructional methods to choose from. Which one you use will depend on the word to be learned, the student's response to a given method or your need to vary the instructional approach. Techniques may be used in combination or separately.

## Language Experience (Experience Story)

Using the learner's own experience and language as the basis for material that he will be reading is an effective way of involving the student from the very first lesson. This approach contributes to success and is an ice-breaker in a new teaching situation. It also gives you insights into the learner's world that can be of great help in selecting materials for a series of lessons.

The experience story is an expression in the learner's own words of

— a personal experience
— a procedure from work
— material which has been read to him
— anything of interest to him

To see one's own words written down provides the best of all possible motivations, for it is an individual's own story.

Materials to have on hand:

(1) Paper
(2) Pencil or pen
(3) Carbon paper
(4) 3x5 cards cut into quarters to be used as word cards

The steps you use in developing a Language Experience story are

1. Converse to identify an experience
2. Record your student's words
3. Read the story
4. Select and teach target words
5. Review
6. Adapt

### Converse To Identify an Experience

Invite your student to talk: to tell you something of interest, something that has happened recently or something that might happen in the future. Ask questions. Pick up ideas from the conversation, or ask for a description of the learner's work.

If your student is hesitant or reluctant to talk, you take the initiative. Read a few paragraphs from a newspaper or magazine article that you think your student will find interesting. Show him a picture from a newspaper or a book and ask what is happening.

When teaching a beginning reader, keep the first story as short as possible. In trying to encourage beginning students to express an opinion, to say something — *anything* — you might have to ask about their reasons for wanting to read or how they think reading will help them. Another way to encourage a new student to talk is to ask what would happen if his or her fondest dreams came true, or you could suggest that he tell about his childhood days.

Quiet and sympathetic listening will be necessary as you discover the interests and concerns of your student. It

is tempting to talk too much in an effort to get your student to respond. A learner may need time for thoughtful reflection. You cannot think when you are being "talked at." Ask leading questions but do not pressure. Try to give periods of silence, indicating by your expression that you are interested in his response and are expecting him to think through his ideas before he answers. Extended periods of silence accompanied by signs of restlessness and embarrassment should prompt you to speak, perhaps rephrasing a question or statement that your student may not have understood. Signs of thoughtful reflection in preparation to speak should signal silence from you.

## Record The Student's Words

Using manuscript writing (see page 00), take down the words your student says. (Make a carbon or photocopy for yourself.) If he talks faster than you can write, you may want to take his story down quickly in cursive writing and copy it more slowly in manuscript writing. (Or type it or use a word processor—whatever you have available). It is perfectly all right to ask to have a sentence repeated. Your student will enjoy this. Anyone's ego will be inflated if you say, "Oh, this is excellent—but just slow down—I want every word!"

Unless your student has no literacy skills at all (i.e., does not have the concept that graphic symbols such as signs, logos, or trademarks stand for oral language counterparts), encourage him to **write** at least a short language experience item himself. Complete directions on doing this occur later on in the section "Adapt."

Do not correct your student's English in early lessons. If the dictation is "Me and my wife . . ." or "I sure does . . ." write it that way. If it is simply a mispronunciation or a dialect different from standard English, such as the word *ax* for *ask*, write the word conventionally. Your student has lived a long time not using standard English and a few more weeks or months won't hurt anything. You do not want to overwhelm your student. You are primarily teaching reading and writing.

As you work with your student, you could help to correct grammar by simply saying, "Here's another way to say it." Supply the expression in standard English and say, "Now you can say it two ways." Be careful not to imply that the learner's speech is not good enough for you. The emphasis on standard English must come slowly and very cautiously.

Many dialects eliminate or modify the middle and final sounds in words. For example, the word *floor* is often pronounced as if it were spelled *flo* by those of one dialectical group. In another area, the natives say "Pahk y'cah" (Park your car) also omitting the *r* sound. It is important not to regard such modifications as incorrect, however. You may not realize how often you modify a letter-sound relationship in the middle of a word. To demonstrate this, say the sentence "She is a pretty little girl" in your usual manner. Were those middle *t*'s in *pretty* and *little* pronounced as *d*'s? We hear countless examples of such modifications every day. Don't stress these dialectical differences.

## Read The Story

Make sure your student is able to see the page that you have written as you say "Here's what you said. Watch and listen carefully while I read it to you." Read the entire message, pointing to each word as you read. When pointing, be sure to use *one* finger as a pointer. Do not point with your whole hand because the learner will not know which finger is the pointer. As you read from left to right (hopefully, your student knows that print proceeds from left to right), slide your finger along under or above the words, making sure that the word you are saying is the word you are pointing to and that you are not covering up the word. Be careful to say the words naturally in meaningful groups even though you are going slowly. You want to avoid modeling the problem of "word calling" or saying each word separately.

After you read your student's entire message, pointing as you read, reread the first sentence (or sentences if your student is not at an absolute beginning level). Again slide your finger along, pointing to each word as it is said. Then ask the learner to read the sentence as either of you point to each word. This may take a little encouragement for a shy student, especially if he can't read at all. You could remind him that he already knows what the sentence says because these are his own words. Feel free to tell him a word if he's stuck on one. Read the sentence again to your student until confidence is built. Make the reading challenging but not painful.

You are now ready to use the learner's own words as elicited by the Language Experience Approach (LEA). The next part of the lesson varies, depending on the learning rate of your student. If learning proceeds slowly, concentrate on one sentence. If he learns more quickly, use as much of the story as he can absorb. Reading more than one sentence at a time will help keep the meaning of the whole passage in mind. This attention to meaning helps build both comprehension and fluent reading.

## Select And Teach Target Words

Your student is now ready to begin learning to read some of the words *out of context* (separate from the story).

For example, suppose your student told this story:

*I got a new job. It's packing groceries at the supermarket. You got to put things in a bag just so or you'll bust them. I get tired, but I like the pay.*

Have your student choose the words he wants to learn first from the story and teach them by the sight word technique. Two to three words per sentence should be about right. Some of these words will be regular in their sound/letter correspondence (like *got*) and can be used later to introduce a pattern, some will be irregular (like *put*) and can only be learned through a sight word technique.

For example, in the above story the words *got*, *groceries*, *job* and *supermarket* might have been the meaningful words which were chosen to be learned first. *The* and *you* are phonically irregular and should also be taught as sight words.

Read the sentences again to your student, asking him to read along with you. Have him point out the words he will be learning, then ask him to write each word on a small word card, using a felt-tip pen. A 3x5 card cut in quarters is a convenient size. If your student does not write, this is a good time to begin. If he can not write small enough to write on the cards, ask him to write the words in his notebook while you write each word on a separate card. Eventually he will gain enough control over his handwriting to make his own cards.

Help the student put each word card under its duplicate in the story, reading the word as matching takes place.

| got | groceries | job | supermarket |
|---|---|---|---|

Teach these words by *sight*. How many sight words you introduce in each lesson depends on how fast your student learns. From six to ten is a good number to aim for. Sight words are taught as whole words, by having the learner look at one word at a time and associate the printed word (its length and shape) with the spoken word. You know that your student knows the meaning of the words because they come from his own vocabulary, from his own stories.

After your student has matched the word card to the word in the story, mix up all the cards and have him read them without returning to the story. If this causes difficulty, have him match the word with its duplicate in the story. Shuffle the cards and have him read the word cards again. (For more detail on teaching sight words, see the section below entitled "Sight Words.")

Give your student the original copy of the story along with the word cards to take home for reading practice. You might suggest he think of other words that he wants to learn from the story and make word cards for them. An exercise for home practice might be to continue the story or to revise it. Explain that rewriting (changing a story) is a very important and expected part of writing. Language Experience Approach (LEA) gives you and your student rich, learner-centered material to use in a variety of games, writing exercises and other activities.

For the next session, if possible, type up the story double spaced with two spaces between each word, or copy the story neatly in manuscript. This is the start of your student's own book. Make another set of word cards for your own file, placing them in a box as a "word resource bank" for use in writing, spelling, quick practicing or as a source of review in games. Maintaining a complete set of words learned is a means of showing your student the steady progress he has made.

## Review

Reread the story using a quicker pace than when you first read it. Be sure to read in meaningful units (phrases or sentences) and not word by word. This is "modeling reading" for your student and helps in building reading fluency and comprehension. Then have your student reread the story. Discuss any further information he might have to contribute on the subject of the story, perhaps generating additional sentences out of which new target words may be selected.

For the second session, you could start by quickly reading the story and then reviewing the word cards. Ask your student to read the story from the written copy and then from your typed copy. Continue by either asking questions which would expand the story, by selecting some new words to learn or by having the learner write an expansion of the original story as a writing exercise.

## Adapt

### Apply Word Analysis Techniques

Once you have taught the sight words, you can then select one that is in a pattern, such as *got* in the LEA example above, and teach the pattern. (See "Word Pattern" section of this chapter for techniques to teach the vowel-consonant patterns that are helpful in learning new words.)

You could use the same language experience material when selecting words to teach phonics, using *supermarket* when teaching the sound of *s* for instance. (See "Phonics" section of this chapter for techniques for teaching the consonant sound/symbol relationship.)

## Integrate Reading and Writing

Learning to write, like learning to read, is a discovery process. It takes time and experimentation. You, as a tutor, are allowing your student the luxury of a nonjudgmental place to try his skills of reading and writing, a place to make mistakes without having a fuss made. Writing, like reading, is discovering meaning.

Language Experience is an excellent way to incorporate writing into reading instruction, gradually including spelling and punctuation. As an alternative to having your student dictate his story, you could suggest he write it. Most new learners can write some—even though the spelling is poor, the letters are badly formed and the punctuation is pure guess work. Spelling and mechanics

are not important in this beginning or drafting stage of writing. You are encouraging your student to express ideas in writing. Spelling and mechanics will be separate parts of the lesson activity later on and can form a part of the home practice.

You want your student to see writing as both a putting down on paper of his thoughts and a process which leads to a finished product to share with others. Your aim for your student is that he see this writing process as a creative circle of

1. Thinking about/discussing what he wants to say
2. Drafting what he wants to say
3. Rereading what he has written
4. Rethinking what he has written
5. Revising his writing until it says what he wants it to say
6. Looking at the mechanics of what he has written (spelling, punctuation and grammar)
7. Making a corrected copy for his own notebook

The steps you could follow are :

1. **Tutor and learner discuss the topic.** The trigger event for this written work will be based on something you read to your student; something he heard on the radio or TV; or something about himself, his family, or a life experience. In this sense it is very much like the language experience story. Your student starts with real concerns, goals, and interests out of his own life. It is up to you to be alert to your student's interests and to select and read such material to him. This reading provides a model which the learner will eventually incorporate into his own reading and writing.

You might ask questions to clarify your student's thinking or give suggestions for the logical ordering of his thoughts.

This thinking about strategies—no matter what they turn out to be—is helping him as he tries to put his thoughts on paper. Reading and writing reinforce each other. Ask open-ended questions (ones that need more than a "yes" or "no" answer) when talking about or helping a writer with his story.

2. **The learner writes.** Encourage him to *write down* what he has been discussing: You might say, "That sounds good to me. I think you ought to write that down, and keep on writing down your thoughts." Then occupy yourself (perhaps with some of your own writing or record keeping) so you are there to help but are not hovering.

Tell your student not to worry about spelling but to write words the way they sound to him. If he said "money" and can't spell it, suggest he write as best he can or write "m----" using dashes for the parts of the words he doesn't know. Point out that *he* will be reading the story to you and *he* will know what it says. Tell him that you will help him with the spelling later.

If you have a very hesitant writer you might try this procedure:

a. Start an experience story in the usual way. Get your student to talk while you write down what he says, teaching him to read his own words. (*I want to go to California.*)
b. After he has dictated a second sentence (*My brother lives there.*), suggest that *he* write it, not you. He will probably hesitate, saying "I can't write," "I can't spell," or "I can't do it."
c. Repeat the first word he said (*My*). Ask him what the first letter is. Ask him to write that first letter, continuing to write the word as he *thinks* it might be written. (It might be *mi* or *my*.) It may take a little urging, but getting that first word down on paper is the key.
d. Remind your student that it's not important what the writing looks like or how the words are spelled or if there are capitals, periods, or question marks. What is important is that he *write*. Tell him he can write just the first letter and use a dash for the parts of the word he doesn't know.

3. **Tutor and learner discuss ways of writing what the learner wants to say.** Here you might ask clarifying questions, such as how the learner intends to make sense of what he wants to say. You will probably get "I don't know" as an answer during the first sessions, but soon your student will realize how he works.

This thinking about strategies helps the learner to think about language and to read more critically, thus improving his reading skills. Reading and writing reinforce each other. Remember to ask open-ended questions, ones that need more than a "yes" or "no" answer, when talking about or helping a writer with his story.

Keep your part in this composing of the draft short. Remember, you are a resource. You are there to ask questions that clarify meaning and help your student realize the strategies he uses in his writing.

4. **Learner completes first written draft and reads it to the tutor.** Respond with positive reinforcement. It has probably taken your student much courage to write down his own thoughts for the first time. You might want to ask questions which will enable him to clarify or expand his writing. *Do not deal with spelling or mechanics at this point.* Ask your student how he wants to rewrite the material. Encourage him to write on his first draft copy noting changes he wants to make. Suggest that he work on it as home practice and bring it to the next lesson.

5. **Learner rewrites story and reads aloud to tutor.** Continue to ask clarifying questions and to give honest praise for clear, colorful, effective words and sentences in the story.

6. **Correct the spelling and punctuation.** Discuss this with your student to get *his* permission. Most learners do *not* want others to see the writing with incorrect spelling. Note the misspelled words so as to include them in a later spelling lesson.

7. **Make a clean, corrected copy.** Once the story is written to the learner's satisfaction (expect this to take several rewrites), suggest that your student copy it in his own careful handwriting or you can offer to type it with corrections. Remember that spelling and other mechanics of writing are a separate part of the lesson.

Your student may have access to a typewriter or word processing program on a computer; encourage him to use

it. Many beginning reading students have shown great enthusiasm for writing on the computer. It could be a shared learning experience for both of you!

Most learners will want to continue writing once they know their original effort is only the base, that their final product has no spelling errors and is typed to look like other reading material. Their self-confidence will be boosted, and writing will become fun.

Because they cannot *read* well, many learners assume they cannot *write*—they are unaware that their own ideas can be written down. They are surprised at the outcome of *their* writing and often find they *like* to write and then read their own words. It is a revelation when they find their written words are interesting to others.

## Journal Writing

A journal is a record of thoughts and opinions, a report of what is happening in one's life. There are two kinds of journal writing: Private and Dialogue. They are used for different purposes.

**Private Journal Writing**

Private journal writing appeals to many learners. And it's just that, *private*. Your student may or may not ask you to read what he writes. Even if he asks you to read it, *do not* make comments or suggestions. It is for his personal use. Ask your student to write at least two sentences a day in a special notebook. He could write about what he did that day, how he felt about the day, or make comments about the weather or experiences with a friend or family. As he progresses, encourage him to write more. Often these two daily sentences will expand to a page or two. Point out that writing—any kind of writing—is also going to help him with his reading. Rereading his journal later may give him ideas for further writing.

**Dialogue Journal Writing**

A second helpful journal writing technique is called Dialogue Journal Writing. In this journal writing the tutor *responds* to what the learner has written. This dialogue leads the learner to rethink and expand on what he has written and acts as a model for correct grammar. It also helps develop the learner's language and comprehension skills.

Even very beginning readers and writers are able to use a dialogue journal, sometimes starting out drawing pictures or writing brief messages. Respond by writing a nonjudgmental comment. Be sure your comments are at the learner's level of reading. Over time, students tend to become more communicative in dialogue journal writing—writing longer passages with more variety, complexity, and creativity.

## Teaching Spelling

Because spelling is important to writers, you will want to teach it in some portion of your lesson. However, the words to be spelled correctly which come out of your student's writing are most appropriately learned during home practice. He needs to know that he will have to practice the spelling.

One sucessful process for learning to spell a word is to:

1. Say the word as you look at it
2. Write the word, saying it as you write
3. Write the word again, saying it as you write—this time covering up the model
4. Look back—check the word, if the word is correct go on to the next word. (If it isn't correct, look at the model again, say it again, looking for syllable breaks or patterns.)
5. Write the word, covering up the model and saying the word as you write it
6. Repeat the process 10-15 minutes later, then check in a week to see if you can spell the word

Spelling can be an independent area of learning for the student, or it can be part of your work together. You may want to suggest that your student keep a record of his own spelling words.

## Examples of Student Writing

Your student can progress quickly from dictating simple stories to you to being responsible for writing them. What is important is for him to see the spoken words in written form.

One tutor reported the following experience:

*While I was teaching a nonreading teenager in school, David approached me, asking if he could have a tutor. I tested his reading and found he was reading well beyond the sixth-grade level, but this 15-year-old was a continuing problem to me. All year he had been rudely interrupting our lessons, ridiculing the shy teenager I was teaching. Indeed, he was not likeable.*

*One day my student did not show up for his lesson, and David appeared as usual. It was very evident that this young man was looking for personal attention. I had some time. Perhaps we could do something positive together. Could I adapt the experience story to use with him?*

*I suggested he let me write down whatever he wanted to say, and I would type it. This intrigued him. Not only did he give me a lesson in stock cars, but after a little persuasion, he agreed to write his own sentences as he told more of stock car racing. He insisted that he could not spell and, in fact, he could not. But we got the story down on paper. I typed it, and we corrected the spelling together. He was thrilled with the typed version of his story, and to my amazement he agreed to try again. This was his uncorrected story.*

*Good after-noon raceing fans, and welcome to the Indy 500 race. We are gathered here today to waitch some very fast cars and some very good drivers. In car number 7 is the one and only A.J. Foit, and in car number 3 is Parnellie Jones. We have a lot of new drivers witch we would like to welcome to the 500 today.*

*In car number 9 is Ephrain McDowell, who is new to this race, but waitch him, he is good. As you know to qualafy a car must be able to do 150 miles per hour.*

*All right ladies and Gentilman hold on to your seats we are redy to start, and there they go.*

Here was a teenager who had some reading and writing skills. The experience story was a means of helping him to get some spelling skills as well. The tutor was shown a new side to a problem teenager, and the teenager gained a new respect for his own abilities.

---

The experience story can lead to learning other skills as well.

One learner told his tutor how he drove from Syracuse, New York to Clarksdale, Mississippi. The tutor got a map and discussed north, south, east, and west. Together they planned a variety of possible trips, with the learner giving the directions. It was fun to do and he learned quickly. Then he dictated an experience story:

*I live in Syracuse. I was born in Clarksdale, Mississippi. I want to go down there by car.*

*I go south to Pennsylvania, south and west to Cleveland, Ohio, south and west to Louisville, Kentucky, south to Memphis, Tennessee, and south to Clarksdale, Mississippi.*

*I must read the road signs.*

This led to his realizing the need to *read* road signs and to the next project of word cards with road signs. All were put into capital letters, for this is the way road signs appear.

| | |
|---|---|
| STOP | NO PARKING |
| GO | BUS STOP |
| SLOW | RAILROAD CROSSING |
| SCHOOL | DO NOT ENTER |
| YIELD | ONE WAY |
| DANGER | DO NOT PASS |
| EXIT | KEEP RIGHT |
| THRUWAY | MERGING TRAFFIC |

---

People are interested in reading about their own activities. This student was excited about using his own story as the basis for lessons.

*A couple of weeks ago I got my football knee. I was quarterback for our team. I was running when my friend made a body block and I fell. My leg hurt, just below my right knee. But I made an interception and ran for a touchdown. They won 15-13 but it was a good game.*

---

Small everyday occurrences may be of interest only to the learner. But to him, they are important parts of his life.

*My New Job*

*My new job is nice. The people is nice to me. Also the boss. He said he likes my work. My job is pulling dishes.*

*Paint*

*I painted the house. I painted it yellow. It wasn't hard work. I finished it.*

---

Personal incidents are important to individuals. If you had this happen to you, you would cry also.

*I have had quite a summer. One Friday night we went to the store. The little girl caught my finger in the door. I couldn't speak. When I wanted to speak, I cried.*

A 26-year-old man put into his own words his real motivation for wanting to learn to read.

*Why I want to Read and Write*

*I want to know more about the world and what is going on. I will be able to do different jobs. I can do things myself without asking questions of others. I would like to read books on how to build automatic transmissions.*

---

Bob Jameison works as a handyman in maintenance. He associates colors with the materials he uses. He is now learning to read the words as well, incorporating them into his experience story. Reading in this way is a practical help on the job.

*First I use a dust mop and mop the floor. Then I use other things.*

*Floor dressing (light brown)*
*Disinfectant (dark green)*
*Floor soap (pink)*
*Wax (white)*
*Ammonia (clear like water)*
*Blue Mist*

---

The following story indicates that the learner realizes his responsibilities.

*I have bought a trailer. It has two bedrooms, a kitchen and a large living room. Now I have to pay for it. It is green and white. I can pay for it through the Credit Union. They hook it up for lights and power and water. They are holding it for me until June, when I get married.*

---

A more advanced learner taught his tutor much in his experience story. She realizes now how very competent he is in his field in spite of a lack of formal education, and she knows a little of what goes on in a foundry. Most important, she has meaningful reading material for her student.

*I'm a sand blaster in a foundry. I've been a sand blaster here for about a year and a half, and I like my work.*

*The castings have to be sand blasted before shipping. When you sand blast a casting, it turns another color because it takes off the core sand so that the bench trimmer can work on it.*

*The machine that I use is run by air and sand. The sand comes out of a long hose. In order to run the machine, you have to have at least eighty pounds of air pressure. I work in a small room that has a table that I put my castings on. Then I take the hose and blast the casting on the table there.*

---

A woman brought up on a farm enjoys the memories of farming, even though city life makes it seem so long ago.

*We raised cattle on the farm. The roughest time is the winter time. We have to break the ice for them to get water. The calves are kept in the barn until winter is over. We put hay in the trough morning and evening for the cows to eat. The hay is cut in the summer and put in the barn for winter.*

A teenage boy had legal problems. He wanted to write to a lawyer but he could not read or write. Dictating a letter to his tutor opened up a new avenue for him.

*Dear J.B.*

*I'm writing this letter to inquire about your assistance. The police arrested me on a charge of burglary. I was walking down the street when I heard a noise in a store. So I went to see what was going on. When I went in I saw two young boys climbing out a window in the back of the store. I explained, but they apparently didn't believe me. So I would like you to defend me.*

*Yours truly,*
*Tim*

---

Evans Harmondy is an excellent cook, but she had to keep her favorite recipes in her head because she could not read or write. Dictating them to her tutor and learning to read them was a big thrill to her.

*Short Ribs*

*I cook short ribs in cold water about one and a half hours. Add one teaspoon of salt. Put carrots in first. After it starts to boil, I let it boil 8 minutes before I put in celery and onions. Let it cook about 10 minutes. Then I add potatoes and cabbage and cook another 10 minutes. Last I add cooked rice and peas.*

*I serve it piping hot with hot Italian bread.*

---

Most fathers have a special love for their daughters. Mark Newton, a 21-year-old father, is no exception. He writes:

*I have a little girl. Her name is Barbara Ann. We like to play together. I would like to read her a story.*

---

Lloyd Robins is a 26-year-old inmate of a prison. Putting his dreams in writing makes them seem more real.

*I have been here eight months. I only have 89 days left. I am going back to California when I get out. It won't be for a couple of months, but I'm still going to go. I am going to work on a ranch in California—riding fences, I guess.*

---

You may wish to leave this book open to page 00 as you work with your student on an experience story to remind yourself of the steps involved.

## Language Experience

**A. Identify an experience by conversation.**

1. Tutor encourages the learner to relate an experience which could be personal, descriptive, fantasy or based on a reading.

**B. Record the learner's words exactly as spoken.**

2. Tutor writes the learner's words in manuscript, making a carbon copy, or the learner writes after the discussion.

**C. Read the story.**

3. Tutor reads the story, pointing to words.
4. Tutor/learner reads one sentence, pointing to words.

**D. Select and utilize target words for instruction.**

5. Tutor/learner pick out meaningful words.
6. Tutor/learner work on these words following Sight Word Technique. (Write word on card, read the word, match word to word in sentence, shuffle and practice reading from word cards.)
7. Tutor files the word cards for future use.

**E. Review and adapt in a variety of ways.**

8. Learner rereads the story.
9. Tutor/learner select words for teaching Patterns or Phonics as soon as the learner understands those techniques.

OR

10. Learner and tutor work together or learner works alone to write the language experience story.
11. Tutor gives learner the story and word cards to take home and practice.
12. Tutor keeps a copy for typing or rewriting.

# Sight Words and Context Clues

Materials to have on hand:
(1) 3-by-5 cards
(2) Felt-tipped pen or pencil
(3) Experience Story, other reading material relevant to the student's goals and interests, word lists (for tutor's use)

A sight vocabulary is a stock of words immediately recognized and understood by the reader. It is important for a reader to develop a large and growing command of such words in order to reach the major goal of reading—to understand the meaning of what is being read. Learning words by sight is an essential part of the reading process.

Building a sight word (or memorized) vocabulary is a part of tutoring at all reading levels. When students recognize many words in a sentence on sight, they can often figure out the meaning of the entire sentence and thus read words in their spoken vocabulary that they would not otherwise be able to read. This ability to note what makes sense is called *using context clues*. The utilization of context clues is a skill that all good readers possess.

For example, in the sentence *"I want to l___ more about the world"* a new reader might predict accurately that the word beginning with *l* is *learn* if the other words in the sentence and the sound of *l* are already known, and if *learn* is in the student's speaking vocabulary.

Not only does a sight vocabulary help a reader predict what words are most likely to make sense in a given story, it increases reading fluency. This ease in reading, in turn, leads to better comprehension.

In teaching sight words, consider three points:

1. What words should be taught as sight words?
2. Where do you find sight words?
3. How should sight words be taught?

## Defining Sight Words

There are four types of words you will want to teach as sight words. They are

1. Survival words
2. Service or utility words
3. Irregularly spelled words
4. Introductory words in word patterns

Let's look at each of the four types.

**Survival words** are those words which are needed immediately in your student's day-to-day living. Survival words can be safety related, job related, or consumer related.

Safety related survival words include *danger, police, hospital, emergency*, and *poison*. These are words for the student's own safety or protection.

Some job related survival words are: *social security, company, office worker, official*, and *deduction*.

Then there are consumer related survival words like: *Post Office, sale, repair, bank, loan*, and *warranty*.

**Service or utility words** are those like: *the, a, and, but, when, where, how* and *why*. These occur frequently in all written material. They are abstract and do not bring to mind any mental images to aid understanding. They should be among the first words taught.

**Irregularly spelled words** must also be taught as sight words. These include such common words as *of, have, who* and *give*.

**Introductory words in a patterned series** will usually be taught as sight words. Thus, *make* would be taught as a sight word when teaching the *-ake* pattern. *Bake* and *cake* would then be taught as pattern words.

## Selecting Sight Words

As you saw in the previous section, sight words will occur naturally in your student's language experience stories. However, you will also be introducing words from printed materials such as books, manuals, newspapers, notices, signs, forms and words from the Survival Word List (page 82). To find out which words your student needs to learn, ask him to bring some material he is interested in reading to the lesson. Have him read it silently, asking you to identify any words he does not know. Note each problem word by highlighting it or writing it down for your own use in planning later lessons.

If your student is unable to read any of the words or can read only a few of them, select two or three sentences, choosing three or four of the concrete nouns to teach. Gradually expand your selection of sentences until your student can read all this student-selected material. You could rewrite some of the sentences, simplifying them while keeping the most useful words in the material. Use these rewritten sentences for other parts of your lesson.

One way to use the highlighted materials you have developed is for you to read the words that your student doesn't know and have your student read the highlighted sight words he has learned. This assisted reading allows your student to learn the needed sight words in a meaningful context. (this assisted reading is the technique followed in LVA's reading series, *Read On! II*).

Remember that your student will need those less interesting words like *the* and *of* more often than words with greater appeal like *uncle* and *money*. To help him see the importance of these utility words, you could have your student use his word cards to build sentences, putting a blank card in place of each problem word. He'll soon discover the importance of small words.

Provide practice in using words out of the original context by adding them to word games like "Bingo" and "Concentration", or by using the words in flash card drills. The words will certainly need to be reviewed in subsequent lessons.

## Teaching Sight Words

1. From the material you are reading (language experience, print materials or the Survival Word List), you and your student together select a limited number of words to be taught as sight words. Don't overwhelm your student, but don't underestimate him either. You might want to start with two or three words per sentence, but, you'll probably find that eight to ten new sight words per lesson are appropriate. After working with your student for a while, you will be better able to judge how many words he can handle.
2. Ask your student to put the word he is learning into a sentence. Either of you can write the new sentence. Putting the word into a context clarifies its meaning and provides clues for remembering the word. The word to be learned should be underlined or highlighted in the sentence. Read the word to your student, pointing to it as you say it.
3. Write each new sight word in manuscript (printing) on a small card or have the student write the word on the word card. Quartered 3-by-5 cards are practical.

If your student can write in cursive, you may want to have him write the word in cursive on the other side of the card.

4. Read the word to the student. Have your student repeat the word while looking at the word card.
5. Then have your student match the word card to its mate in the sentence, saying the word as it is being matched.
6. If all goes well, go on to the next word. Repeat the above steps until you have introduced all the sight words for that lesson. If it does not go well, go back to steps 4 and 5.
7. Shuffle the word cards and have your student practice reading them, returning to the written sentences as necessary.
8. File "known" word cards, and keep separate those which need more practice.

A general rule of thumb to follow is *if a student can read a word from a word card out of context at three separate sessions, he knows the word.* It is helpful to put a check on the back of the word card if he reads it correctly and can put it in a sentence.

As soon as your student *can read a word easily over more than three lessons*, that word can be put into a file box as a *known word*. You can suggest some categories and ask your student to suggest others. Categorizing words as an exercise helps students remember them better. Here are some suggested categories:

1. days of the week
2. months of the year
3. weather words
4. words that tell *who*
5. words that tell *when*
6. words that tell *where*
7. words for describing things

Words which your student is in the process of learning and which are not yet recognized automatically, should be kept in a separate pile or box for active review. It is important not to have too many words in this partly-learned pile. (It is suggested that no more than ten words be allowed to accumulate in this pile.)

When words are truly known, a student can read them from a flash card with only a 1/2 second or so of exposure. Even if your student eventually reads a word correctly but labors over its identification, the word is not truly known as a sight word. When the learning of each word is complete, your student should be able to pronounce the word from the card as well as read it in context.

In beginning reading, a student often uses context clues to figure out how to read words already in his speaking and listening vocabulary as much as he uses them to determine the meaning of unfamiliar vocabulary words. The context provides information or clues for predicting the word to be read. Your student will use his knowledge of what word would make sense in the context of the story, combined with what he can actually read, to make these predictions.

One of the skills that you want your student to have is the ability to recognize the same word in many contexts. But remember, beginning readers have to see a new word many times before it becomes part of their sight vocabulary. Don't expect your student to learn sight words when they are first presented. You will need to provide a lot of practice within varied contexts to help word recognition become automatic.

## Sight Word Activities

It is up to you to decide how much time to spend on teaching sight words in each lesson. Stop before the student reaches the saturation point. Remember that challenge may be motivating but suffering is not. If you feel that drilling your students in these very important words is necessary, wait until later in the hour then use a commercial game such as "Boggle" or "Scrabble" to see how many of the known sight words can be made in a given time—and join in the excitement as your student tries to "beat the clock."

As soon as a few sight words have been learned, your student can begin to make sentences. There is no virtue in merely learning words. Put them into a phrase or sentence. Take several of the cards and lay them out to make a short incomplete sentence, such as,

| | | |
|---|---|---|
| I | have | a |

Have your student read the words and complete the sentence with any word he chooses. "I have a good job," or "I have a large family." From the *known* word cards, have your student construct other sentences.

One activity which provides practice in reading using the word cards is a "fill in the blanks" exercise. The first time you do this type of practice, use the sentences you have already been using as context for the target sight words and leave the place for the sight word blank. Use enough sentences so that you have at least two blanks and three word cards to work with. Have your student place the word cards under the appropriate blank and read the resultant sentence.

Sight words—*went, when, water*

*I ___ to the store.*
*___ will I get there?*

Expand on this by constructing new sentences for the sight words you wish your student to practice. In this way, he will be learning to recognize the words in new, yet appropriate, contexts.

### Similiar Looking Words

At some time your student may confuse the words that look alike (went, want). In this case, it is helpful to teach one of them so thoroughly that the sight of it calls forth an immediate response. For example, have the student do the following:

1. Read the word aloud from the word card
2. Place the word in a sentence
3. Write the word as it is said
4. Name the letters that compose the word

Remove the other word that originally caused confusion and do not introduce this word until the first word has been so thoroughly learned that confusion is no longer likely. This is called *over-learning*. The second word of the pair may be introduced later without difficulty because the earlier learning is so complete that your student no longer needs to debate what the word is.

For example, *then* and *than* are often confused. Take the word than and apply the above procedures. Defer teaching the word *then* until much later when massive practice on *than* has produced complete learning. Mastery will be complete when these two confusing words can be identified readily in any context.

## Sight Words

1. You and your student select words to be taught as sight words from the material being read, or from the Survival Word List.
2. Write the word in a new sentence.
3. Write or have the student write the word in manuscript on a small card. (In cursive too, on reverse side, if the student writes in cursive.)
4. Teach the word by telling the student the word, having him look at it and say the word aloud.
5. Have your student match the word card to the word in the sentence.
6. If all goes well, go on to the next word. If not, go back to Steps 4 and 5.
7. Shuffle the word cards and practice reading them.
8. File known word cards. Keep others for additional practice.

## Using Context Clues

You will want to give your student a lot of practice in using context to predict words. This will keep your student focused on reading for meaning from the very first lessons. With the very beginning reader you could use traffic signs or other signs like STOP or *women*, or items such as checks, menus, or forms to introduce the targeted sight word. The context is then the form or sign itself. Use your word cards and the sight word techniques as described above to teach the word.

Then to give your student practice in recognizing the word in different contexts, construct short sentences (or have your student construct sentences in a language experience exercise) using the new sight words from the form or signs.

You and your student will read the new material together: your student reads the words he knows; you read the words he doesn't know. Pause when you come to one of the sight words you are practicing—your student should be able to read it. If he can't, tell him the word and go on with your reading, letting your student *hear* the context for the word as well as see it.

If your student has difficulty recognizing the sight word in a new context, you might go back to the original context you used to introduce the word. Or you may want to go on practicing with the word cards as first described: Tell him the word, have him look at the word or the word cards and repeat the word aloud, put it in a sentence and match it to the original context.

This attention to context will frequently be used as a major information source to identify the words already in the learner's speaking vocabulary but not yet in his reading vocabulary. For instance:

*The big white (horse, house) ran across the meadow.*

The possibility of miscalling the word *house* is reduced as the learner notes the verb *ran*.

As the learner gains practice in reading and writing so that the eyes take in more than one word at a time, substitution errors can be reduced by application of these context clues.

One way to gain proficiency in the use of context clues is to use the *cloze procedure* for practice. This is another form of the "fill in the blanks" activity described in the sight words activities above.

To prepare materials for *cloze*, any of the following techniques may be used:

1. From materials at the learner's instructional level, delete words that require the learner to notice either the grammar or the meaning in order to replace the word correctly. Supply the correct replacement and another choice:

*Just as* _____ *have fur, birds have* _____.
*(coats, animals)* *(feathers, wings)*

*Go to the Farmer's Market to buy fresh* _____
*(pencils, vegetables)*
*and* _____.
*(plants, books)*

2. When a learner has used the technique described above and can replace the appropriate words from the choices supplied, provide passages where every fifth word or every tenth word is arbitrarily deleted and only a letter or two of the correct word is available, perhaps a beginning consonant or consonant blend.

*With the price of f____ going up all the t____, more people are trying t____ raise some of their f____ in their own back y____.*

*With the price of food going up all the time, more people are trying to raise some of their food in their own back yard.*

3. When the learner does well with this task, indicate only the blank with no additional clues. Accept any word that is reasonable for the deleted words. Synonyms for the missing word or substituted words which are grammatically correct are acceptable.

*Instead of grass, you ____ rows of lettuce, tomatoes, ____ beans lining the fences ____ in the biggest city.*

*Instead of grass, you will find rows of lettuce, tomatoes, and beans lining the fences even in the biggest city.*

The cloze technique demonstrates that people use their knowledge of the world and of language to predict as they read, that reading is a combination of many factors all operating at once. Encourage your students to predict or guess as they read. Do not interrupt to correct substitutions. Give time for self correction. If that does not occur, note what kind of a substitution was made and check at the end of the reading. If a word with the same meaning was substituted, just point to the word missed and ask if the learner can read it. If a word with a completely different meaning was substituted, ask comprehension questions about the meaning of the sentence and supply the correct word.

# Phonics (Consonants)

Material to have on hand:
(1) Paper or 3-by-5 cards
(2) Pen with dark ink or a pencil

*We suggest that you read the entire section on phonics to get an overall picture of the subject and then concentrate on the detailed instructions for teaching it.*

Talk to your student about words and the alphabet. Perhaps you will want to look at the alphabet on Page 62 of this book. You might want to say something like this:

> "We use hundreds of words in talking, reading, and writing, but only 26 letters are used to spell these words. These 26 letters are called the alphabet. Most of the letters in the alphabet are called consonants. Five of the letters are called vowels."

Point to a letter in a word and explain to your student that each symbol is a letter. Explain that words are made up of groups letters. Point to an entire sentence and explain that a sentence is made up a group of words. Note that the first word of a sentence begins with a capital letter and that most sentences end with a period.

Your student may already know the sounds that many of the letters represent. You might want to give Part A of the *READ* test or go over the simple checklist with your student to find out which letter sounds he already knows. Ask the student to write the first sound he hears in the word. THIS IS NOT A SPELLING TEST. You just want to know what letters he hears.

> *fish, mix, pink, tin, gun, jam, kiss, lake, not, ran, sun, dim, bin, hiss, vine, witch, year, zoo, city, quit*

After the exercise, circle the letters whose sounds are not known. Find words in his word card file that begin with that letter. Mix them with other known words. Have your student sort the cards into *like* and *different* beginning sounds. After he has sorted them, ask him to read the words. Ask him to note the beginning sound and the beginning letter. You could then teach the letter/sound relationship as explained below. You need to teach only those letters that are not known.

Because people learn in different ways that are not always predictable or completely understood, successful reading and writing instruction can often be accomplished best by using several approaches at the same time. Some people seem to learn words as a whole. Many words in English should be learned this way because they do not break down readily into sound units. Other words can be recognized through the analysis of letters and letter clusters.

There are many ways to teach phonics and patterns—the sounds that letters represent. Any way is acceptable if it works with your student. The important thing is that your student associate sounds with letters and groups of letters. After learning a basic way to teach phonics, you may find other creative ideas to teach sound/symbol relationships. Adapt the system to meet your student's needs. Many students are not aware of the complexity of sounds that make up a spoken word. Students will vary in their abilitiy to perceive sounds. This may be evidence of a hearing problem. Sound discrimination hearing tests frequently uncover hearing acuity problems in adult nonreaders. Since many of these problems are correctable and will affect learning to read, we suggest your student get a hearing test if at all possible.

Some people will hear certain sounds best at the beginning of words while other people will hear certain sounds best at the end of words. Following the procedure below will allow for this variation.

Begin by teaching the letters that represent sustaining sounds like *s, f,* and *m.* The initial sound in words beginning with these letters can be continuously pronounced, thus helping your student to understand what a single sound is.

However, you cannot teach your student to use these letter/ sound relationships unless you know them yourself. If you are unsure of the sounds, review them as you continue with this lesson, listening carefully as you pronounce the words related to each letter.

If your student is a nonreader, you may want to teach only one letter per lesson. Remember, you'll be teaching experience stories and sight words, too. If your student is more advanced, you may want to teach several letters in each session. Keep the phonics part of the lesson short and related to the material (Language Experience or print) being used. Remember that phonic exercises may be tiring to your student. Tell your student why they are such an important part of the lesson—that to recognize the sounds that letters represent will help identify new words.

Only paper and a pen or pencil—no specific books—are needed for teaching phonics. You will want to look at the list of Suggested Key Words on page 86. You can supplement this list with words from your student's experience stories, from newspapers, magazines, and available books. Techniques of phonic analysis are applicable to any material.

## Consonants

Start with consonant sounds that can be sustained in the initial position in a word. An attempt has been made to separate the letters that have similiar shapes, such as *b* and *d*, *p* and *g*, *w* and *v*. In each group of six letters, five consonants and one vowel pattern are taught. Of course, you do not teach any letter that your observation or earlier assessment has shown your student already knows. The first five consonants to be taught are *s*, *f*, *m*, *t*, and *p*. As indicated, *s*, *f* and *m* can be pronounced continuously so they are introduced first to help your student understand the idea of sound/letter relationships.

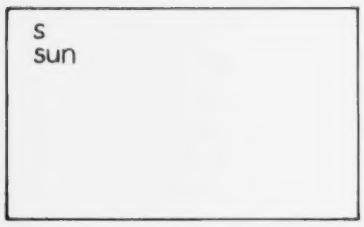
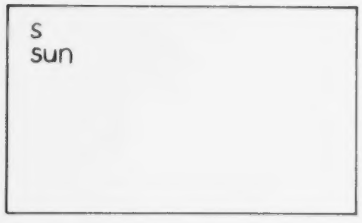
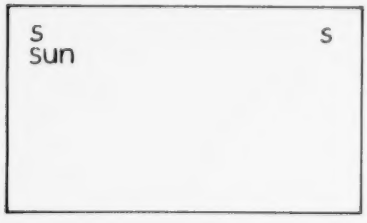
Carefully study the instructions that you will give your student before attempting to teach. Experience has shown that many adults do not have a clear understanding of the sounds which letters represent. In the teaching examples that follow, letter names are shown as *s*, *f*; letter sounds are shown as */sss/*, */fff/*.

You and your student will be creating a letter/sound dictionary as you proceed with the instructions that follow. Provide one sheet of paper for each letter, using the following format for teaching consonants.

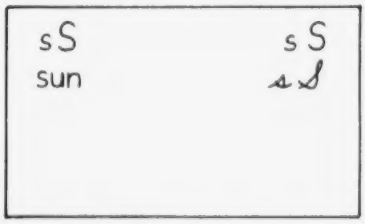
---

### Initial Consonants

| Action | Tutor Says | Student's Response |
|---|---|---|
| 1. Tutor writes *s* in manuscript, points to it. | This is an *s*. | |
| 2. | What is the name of this letter? | s |
| 3. | Listen for the sound of *s* at the beginning of these words sun, sink, socks, sandwich. Do you hear the sound? | (hopefully) yes |
| 4. | You say these words after me<br>*sun*<br>*sink*<br>*socks*<br>*sandwich*<br>*sail* | <br>sun<br>sink<br>socks<br>sandwich<br>sail |
| 5. | Which of these *s* words — ***sun, sink, socks, sandwich, sail*** — do you want for your key, word to help you remember the sound of *s*? (Often a key word will mean more if the student can idenify with it. When picking a key word, it is better not to use a blend such as *snake* or *tree*. It is easier for the student when you use a word with a single consonant beginning. You might suggest a key word from an experience story.) | (Student selects a word. Let's assume the word *sun* was selected.) |
| 6. Tutor writes student's key word in manuscript under *s*. | *Sun* is your key word to help you remember the sound of *s*. | |

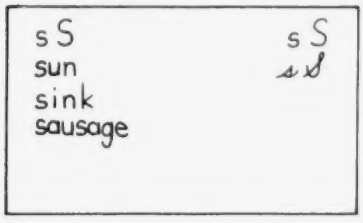
| Action | Tutor Says | Student's Response |
|---|---|---|
| 7.   | Think of the beginning sound in *sun*. Notice how you hold your lips, tongue and teeth. Now, let out just the first sound.<br><br>**(If the student, within a reasonable time, fails to make the desired response, supply it.)**<br><br>*/sss/* is the sound of the letter *s*. | /sss/ |
| 8. | Here are some words. Listen. Do these words start with the *s* sound:<br>*sausage*<br>*forest*<br>*Monday*<br>*salad*<br>*summer* | yes<br>no<br>no<br>yes<br>yes |
| 9. | Now, let's move this sound to the end of the word. Listen to the last sound in these words, and repeat the words:<br>*gas*<br>*kiss*<br>*bass* | gas<br>kiss<br>bass |
| 10. | What is the last sound in these words? | /sss/ |
| 11. Tutor points to *s*.   | What is the name of this letter? | s |
| 12. Tutor points to *sun*. | What is your key word? | sun |
| 13. | What is the sound of *s*? | /sss/ |
| 14. Student writes as tutor points. (A beginning student may need more writing practice of individual letters, using your manuscript letters as models.)   | Will you write an *s* right here? | |

| Action | Tutor Says | Student's Response |
|---|---|---|
| 15. Tutor prints capital *S*. | This is a capital *S* — the same name, the same sound. You use a capital letter for a name which begins with *S*. | |




(If your student already writes in cursive, you should write the *s* and *S* in cursive, too.)

**(More written words can be added to the *s* page later.)**




Immediately ask your student to apply his new skill to daily life. Suggest he look for words that begin with or contain the letter *s* on bus signs, street signs, and at work. It is helpful to have a newspaper or magazine available in which your student can circle all words with small or large *s*'s. He may want to cut out the words, and add them to the *s* page. Make it a part of daily routine.

Most importantly, have your student read again and again the name of the letter, his key word, and the sound. Be sure that the key word for *s* is the first word on your student's page.

If your student is more advanced and learns quickly, and if phonics is a review, it is not necessary to have a separate page for each letter. You might want to put all the letters and his key words on one sheet for him to study.

You may prefer to use 3-by-5 cards instead of sheets of paper—one card for each letter—writing the letter and the student's key word on them. This is convenient for review.

Use the preceding format to practice the instructional procedures for the consonants. (For Suggested Key Words see page 86.) *Do not short cut this practice.* You should be thoroughly familiar with the instructional procedure before you begin teaching your student. If you are not sure, follow these instructions as you continue practicing additional letters until the instructional format is thoroughly learned. Practice aloud all the letters, saying the name of each letter, your own key word selected from the Suggested Key Words list (or a word of your own choice), and the initial sound in that word.

This practice may seem excessive, but experience has shown that thorough familiarity with these procedures is absolutely essential to your being successful in using this technique.

## Phonics Activities

Some students cannot distinguish individual beginning or ending sounds in words. If, after reasonable instruction, you fail to note any progress in relating sounds to letters, instruct by reading to your student, having him follow along using the sight word technique. You might want to try again a little later on to see if he can learn sound/letter associations.

When working on sounds and letters with the student who can read only a very limited number of words, give him something to do that *looks like* reading. Using a newspaper, have the student look for the *known* letters (perhaps circling them) and review the names of the letters, key words, and sounds. This is an effective way of using the newspaper at the level of your student's ability.

Your student could also *spell* the beginning and ending letters of a word. Point to objects around the room, such as the *door*, a *book*, some *paper*, a *pen*, and ask your student to name the objects and then identify the beginning and ending sounds. Use only items that incorporate known sounds.

## Phonics (Consonants)

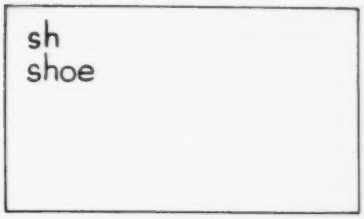
1. Identify letter. Write it.
   "This is an *s*. What is the name of this letter?"
2. Listen to the beginning sound.
   "Listen for the sound of *s* at the beginning of these words and repeat the words after me—*sun, sink, socks*."
3. Pick a key word.
   "Which of these *s* words—*sun, sink, socks*—do you want as your key word to help you remember the sound of *s*?"* (Student selects "sun") "*Sun* is your key word to help you remember the sound of *s*."
4. Produce beginning sound.
   "Think of the beginning sound in *sun*. Now let just the first sound come out. (student — /sss/) Yes, /sss/ is the sound of *s*. Again." (student /sss/)
5. Recognize sound in other words.
   "Here are some words. Listen. Do they start with the s sound?"
   sausage (yes) Monday (no) summer (yes)
   forest (no) salad (yes)
6. Put sound at end of words.
   "Now, let's move the sound to the end of the word. Listen to the last sound in these words, and repeat the words."
   gas (gas)
   kiss (kiss)
   boss (boss)
7. Produce ending sound.
   "What is the last sound in these words?" (/sss/)
8. Review
   "What is the name of this letter?" (s) "What is your key word?" (sun) "What is the sound of *s*?" (/sss/)
9. Write letter.
   "Will you write an *s* right here?"

*Suggested Key Words on Page 86

### Consonant Digraphs

When teaching the letters *sh, ch, th, wh,* and *qu,* use the following format. (Note that there is a slightly different sound for *th* in words like *thumb* than in words like *the*. The *th* in *thumb* is voiceless and the *th* in *the* is voiced. It is not important to stress this distinction since the student can only determine which is applicable through the word meaning.)

| Action | Tutor Says | Student Says |
|---|---|---|
| sh | | |
| 2. | Listen for the sound of *sh* at the beginning of these words and repeat the words:<br>*shoe*<br>*ship*<br>*shower*<br>*shovel* | <br>shoe<br>ship<br>shower<br>shovel |
| 3. | Which of these words — *shoe, ship, shower, shovel,* do you want for your key word? | shóe |

| Action | Tutor Says | Student Says |
|---|---|---|
| 4. Tutor writes student's key word under *sh*. | *Shoe* is your key word to help you remember the sound of *sh*. | |
|   | What sound do you hear at the beginning of the word *shoe*? | /sh/ |
| | (If after a reasonable time, student does not respond correctly, supply the correct sound.) | |
| | (Continue as in teaching consonants on Page 30.) | |

## Teaching Vowel Names

Vowels are the biggest problem in learning to read because a vowel can represent more than one sound. Frequently the sound the vowel represents can only be determined by noting the letters that follow it. Note the many ways *a* can sound in various patterns.

m*an*
m*ar*
m*ean*
m*ake*
m*aw*

It is interesting to see how difficult it is to supply the correct consonant sound to complete the pattern when all you have are the vowels. For example:

*e-e- -i-- a-- --e -o-e-- -e-- ou-, -ou -i-- -o-i-e --a- -ou -a- -ea--i- -e--e--e -ui-e ea-i-y..*

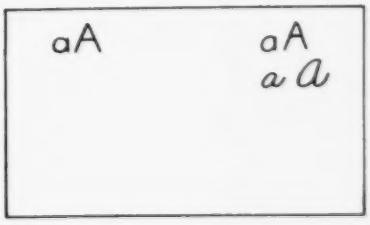
By contrast, try to read this sentence.

*-v-n w-th -ll th- v-w-ls l-ft --t, y-- w-ll n-t-c- th-t y--c-n r--d th-s s-nt-nc- q--t- --s-l-.*

Yes, when you have the consonants, it is very easy to read it all.

For vowels, we will identify letter names only.

## Vowel Letter Names

| Action | Tutor Says | Student Says |
|---|---|---|
| 1. Tutor writes *a* in manuscript and points to it. | This is an *a*. What is the name of this letter? | a |
| | | |
| 2. Tutor writes a capital *A* in manuscript. | This is a capital *A*. What is this? | capital A |
| | | |
| 3. | Please write a small *a* and a capital *A*. | |
|   | (If your student writes in cursive, have him write the *a* and *A* in cursive, too.) | |

## A Word About Phonic Rules

Research has indicated that many of the rules formerly incorporated into phonics programs have so many exceptions that they may be more confusing than enlightening to students. For example, the rule that two vowels together usually represent the long sound of the first vowel (words such as *meat, die, dough*) is accurate for words in beginning reading books only 45% of the time. For words chosen from a dictionary, this rule applied only 18% of the time. Consider words such as *great, threat, relieve, heard* and *sieve*.

The policy in this book is to eliminate all rules that are not immediately useful and simple enough for a student who may have limited reading ability.

Many reading systems teach rules for dividing words into syllables with appropriate accenting. The usefulness of such rules is questionable, since the application of the rule often requires that a student already be able to pronounce the word. For example, while it is asserted that each syllable in a word has one vowel sound, it is not true that this vowel is always heard. Consider the final syllable in words like *sudden, leader* and *system*, and compare the sound of these syllables with the consonant sounds you have just learned. The vowel sound is suppressed and only the consonant is heard in normal speech patterns.

It is also untrue that all vowels that appear in a word provide a vowel sound (*rain, made*). Therefore, if the student looks at a word in an effort to be able to pronounce it, there may be great difficulty in deciding which cluster of letters constitutes a syllable. This process can become so complicated that a student who could follow such directions would certainly be capable of learning the word anyway.

# Word Patterns

Materials to have on hand:

1. Paper
2. Pencil or dark ink pen
3. Language Experience Story, other reading material relevant to the student's goals and interests, pattern word list (for tutor's use)

Research by some linguists suggests that learning words by seeing word patterns enables the student to notice more readily the relationships between clusters of letters and the clusters of sounds which they represent. The most prevalent letter cluster in English is that of the consonant-vowel-consonant (C-V-C). Here are samples of two word families or patterns:

| | |
|---|---|
| get | cap |
| set | map |
| let | sap |
| met | tap |

Parts of words that sound alike are often spelled alike.

## Rhyming

Before you begin instruction in word patterns, it is helpful to know if your student understands rhyming. Often an adult nonreader has not been exposed to nursery rhymes as a child and may not understand that *cat* and *rat* are rhymes. Such a student may not even know what the word *rhyme* means. When a word rhymes with another, it agrees with that word in the ending sound. A student's ability to rhyme, and therefore to demonstrate that the common sound clusters in words are heard, must be assured.

If your student cannot rhyme words, here is a technique that will help. Provide your student with several rather long rhyming words. These can be nonsense words which are given jingle fashion. Supply three rhyming models and then a beginning sound to which a rhyming ending will be attached. For example, say:

"I am going to give you three rhyming words. Then I'll start the fourth word and you finish it like the rest. Listen:

porkister
dorkister
korkister
/mmm/"

The student should reply *morkister.* If this is not done, supply the word and repeat the series. Then give another example, such as:

hamburger
mamburger
ramburger
/sss/

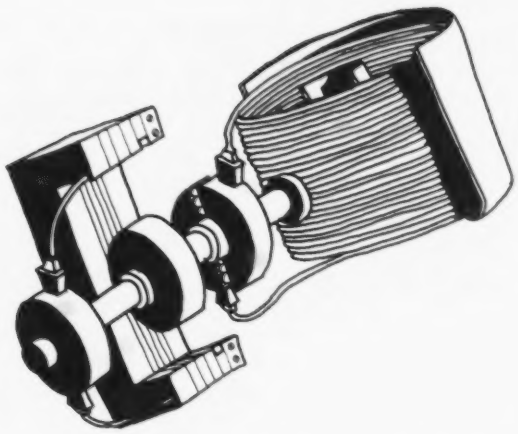
Supply again, if necessary, *samburger.* Continue to give such models until the student understands rhyming.

The reason for using such long words is that the student is given a greater number of common elements to help in understanding the notion of rhyming. Once you are sure of the student's ability to rhyme, you can move to shorter clusters

ran
man
can

with assurance that the student hears what is common and also sees the letters that represent these identical clusters of sounds. Often this is a simple task. As soon as your student can demonstrate an understanding of rhyming, no further instruction in this area is necessary.

When a student can rhyme, here is one way to give practice in combining the consonant sounds with rhyming endings.



## Rhyming

| Action | Tutor Says | Student Says |
|---|---|---|
| Show a picture of a piece of machinery and explain the company's need for an appropriate name to sell this machine, saying: | Our company wants to name this machine. We started out calling it a *lamble*, but many people didn't like that name. By changing the first letter, they invented new names. The new names rhyme with *lamble* but each starts with a different sound. | |
| Tutor writes an *m*. | They called it a *mamble* when this letter was the first sound. | |
| Tutor writes an *s*. | What did they call it when this letter was the first sound? | samble |
| Tutor writes an *f*. | How about this letter? | famble |

(Supply *famble* if necessary.)

Give no further help. Show the student the following letters: *d, p, r, t*. The student should supply the sound represented by the letter, and add the rhyming ending *amble*. If the student still has difficulty, use similar examples with imaginary or real names which are changed by initial letter substitutions until the student demonstrates an understanding of sound substitution.

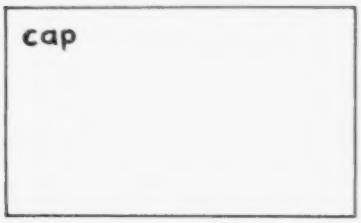
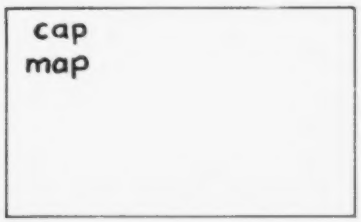
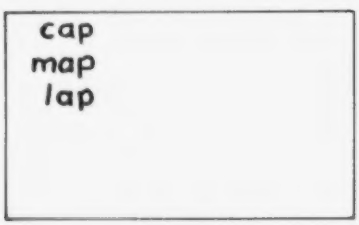
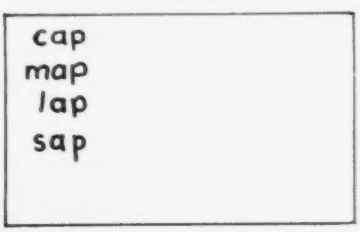
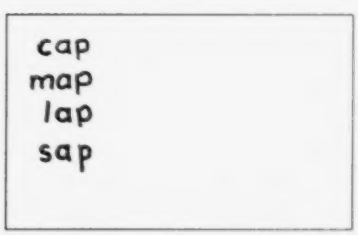
## Teaching Word Patterns

Choose a pattern word from among sight words already taught. You will take this *known* word and analyze it into its beginning letter and the vowel-consonant pattern you want to teach. Tell your student what the word is. This word is the clue from which he will figure out the rest of the words in that pattern. Always list words vertically so that the common visual characteristics are noticed by the student.

Vowels are taught as part of the ending clusters because the sound that a vowel represents is usually signalled by the pattern in which it is found. For example, a reader would not know what sound to attribute to *a* unless certain other letters were in the pattern. If the *a* is followed by *w, r, l, y* or a vowel, the sound that *a* represents would be determined by the letter or letters that follow it. Therefore, if your student learns a sound cluster—such as *an*—as a unit, it will be more helpful than to sound out words by pronouncing each sound individually.

The basic approach to teaching word patterns involves blending the consonants with a letter grouping called a phonogram (*-at, -eg, -ick, -end*). About 100 of these phonograms combined with consonants will provide a student with many words—enough to indicate to a reader the general meaning of a passage. The context clues plus the consonants will allow the student to infer most other words. These word patterns or phonograms may be taught in the following way:

## General Word Pattern Technique

| Action | Tutor Says | Student Says |
|---|---|---|
| 1. Tutor writes *cap*. | This word is *cap*. What is this word? | cap |
|   | | |
| 2. Tutor writes *map* directly under *cap*. | If *c-a-p* is *cap*, what is *m-a-p?* | map |
|   | (If there is no answer or an incorrect answer, supply *map*.) | |
| 3. Tutor writes *lap*. | And what is *l-a-p?* | lap |
|   | | |
| 4. Tutor writes *sap*. | And what is *s-a-p?* | sap |
|   | | |
| 5. Tutor reads the whole list pointing to each word as it is said. | | |
|   | | |
| 6. Tutor asks | What is the same in each word? | the ap |

Follow steps 1, 2, 3, 4, 5 using *am* and *at*.
You can teach:

| | |
|---|---|
| am | mat |
| Sam | fat |
| tam | sat |

When teaching letters, sounds, and patterns use the following suggested sequence which groups letters so that those that look or sound alike are not taught close together.

**Group I**

| Consonant Sounds | Vowel Names | Word Patterns | | |
|---|---|---|---|---|
| s | a | -ap | -am | -at |
| f | | | | |
| m | | | | |
| t | | | | |
| p | | | | |

**Group II**

| Consonant Sounds | Vowel Names | Word Patterns | | |
|---|---|---|---|---|
| r | i | -it | -ip | -in |
| l | | -an | -ad | -ag |
| n | | | | |
| d | | | | |
| g | | | | |

**Group III**

| Consonant Sounds | Vowel Names | Word Patterns | | |
|---|---|---|---|---|
| j | o | -ock | -ot | -op |
| v | | -od | -ack | -it |
| z | | | | |
| c | | | | |
| k | | | | |

**Group IV**

| Consonant Sounds | Vowel Names | Word Patterns | | |
|---|---|---|---|---|
| b | u | -up | -ut | -un |
| x | e | -ed | -et | -en |
| h | | | | |
| w | | | | |
| y | | | | |

If your student is struggling to understand this new concept, use only three or four words in a pattern. Too many words may tend to be confusing.

For more advanced students, use more difficult words from experience stories, workbooks, or any reading material being used. For the student who understands this concept, the possibilities are unlimited. Many words can be learned, such as:

sing
ring
bring
spring
string

Be alert in every teaching experience to select applicable words.

Simple sentences formed with patterned words and a few basic sight words can be fun and good practice in the use of words. Examples:

I am a dad.
Dad is mad.
Nan sat on a pin and got up.
The tin cup is hot.

This might be a good time to introduce double consonants that have a single sound. Give your student the first word and the rest will probably come easily. You might say:

If h-i-l-l is hill, can you read the other words on the list?

hill
fill
kill
pill
spill

The word patterns list in the appendix gives words with four letters representing three sounds. You may want either to use these lists to check off the word patterns as they are learned or to keep a notebook adding the words as your student learns them. There is a great sense of accomplishment in seeing a notebook fill up quickly as more and more patterned words are added. Continue to use these new words in writing and in reading, and as a model to be looked for in newspapers, magazines, or on buses.

The technique of teaching patterned words may seem deceptively simple. Often the student needs to expend considerable effort until he sees that words having common *letter* clusters also have common *sound* clusters. For such a mental breakthrough to occur, many experiences must be provided to give the information necessary to make this important discovery about language. The discovery of the sound/letter relationship is crucial and can be the most important understanding your student will obtain in any reading instruction. It is worthwhile to continue to use this technique even when it does not bring immediate success. Its power is immense when a student does catch on. Until many examples are used, the student may not be able to see the relationship between sound and letter groups.

It can be helpful to use the word cards for writing the various patterns as you work on them with your student. Use a 3x5 card to list all the words learned in that pattern. Use a 3x5 card quartered to write individual words. These cards can then be used in games and activities as you did with the sight word cards.

There are, however, some students who do not seem to be able to learn an entire letter grouping as one unit. For these students sounding out separate letters may be a necessary first step. This individual letter sounding should be abandoned as soon as possible.

If, for example, your student, in reading the word *got*, says *get*:

1. Ask the student to name the letters.
2. If this does not produce *got*, say. "You gave me *g-e-t*.

The word is spelled *g-o-t*." Emphasize the letter in question.

3. If this does not produce the correct pronunciation, write *not* and ask the student to read it. Then write *got* below it, soliciting a response.
4. If the word is still not pronounced, supply it.
5. Add patterned words in a column to help produce the generalization of the pattern, such as:

not
got
hot
pot
dot
cot

As your student progresses, the initial consonant substitution is not always necessary because you want instant recognition of larger letter clusters. The goal is to have your student recognize the entire letter cluster, such as *man* in *manage* or *sat* in *satisfy*. Such clusters provide the structure for words with more than one syllable. With the learning of many such clusters, the basis for independent word attack is established.

In this method we are emphasizing the vowel as part of the word pattern rather than in isolation. Most students will find this less confusing than to remember distinctions between long vowels, short vowels, vowels affected by *r*, *l*, *w*, etc.

The technique for learning patterned words is applicable to all the letter/sound clusters in the English language such as *-oy*, *-oil*, and *-ould*, including prefixes and suffixes like *re-*, *de-*, *-ing* and -ed, -es.

The word patterns can be as simple or as complex as the student can handle.

## Long Vowel Sounds in Pattern

It is easy to identify a long vowel sound in spoken words because it says its own name. It is often more difficult to identify the long vowel sounds in written words because in English the sound is represented by so many different letter clusters. Therefore, learning rules with the implication that these work most of the time is often confusing to students. For example, the long vowel *o* might be spelled

*o* as in *so*
*oa* as in *coat*
*oe* as in *toe*
*ow* as in *blow*
*ough* as in *dough*
*eau* as in *beau*

In addition, clusters that look alike often result in different sounds. For example:

*ew* as in *sew* is different from *ew*
in *blew*
*ow* in *now* is different from *ow*
in *show*
*ou* as in *found* is different from *ou*
in *group, young, four,*
*though* or *thought*

It is usually easier to teach one of the sound patterns (as *cow, now, how*) before teaching the other pattern (*low, slow, blow*).

As you're reading and come across words with spellings that can have more than one sound, suggest that your student try both sounds and select the word that makes sense in that sentence.

Teach clusters of words giving the *long* vowel sound by using the Word Pattern Procedure on page 37.

Word patterns are easy to teach and fun to work with. Enjoy this technique and use it often.

### Word Patterns

1. Tutor writes the first word in pattern: sat
   Then under it writes as he speaks mat.
2. Tutor: "If *s-a-t* is *sat*, what is *m-a-t*?"
3. If student responds correctly, add more words in pattern. Ask your student to supply words.
   sat
   mat
   fat
   rat
   If a student gives no response or a wrong response, review with the student possible elements of difficulty:
   a. He may not know the sound of *m*.
   b. He may not know the sound of the letter cluster *at*.
4. Read the list of patterned words to your student, then ask your student to read them.
5. Ask your student to identify the part of the words that is the same in all the words. Accept the sound or the letters.
6. Make word cards for the words in pattern.

## Analyzing Words Into Patterns

When your student has learned to recognize most of the common word patterns (see Appendix, page 88), help him to divide words of more than one syllable into letter clusters that form some of the patterns that he has learned.

By pronouncing these patterns in sequence, the student will be able to handle longer words which have not yet been learned. For example, the word *passenger* is composed of three already familiar patterns:

pas/sen/ger

If the student should happen to look at the word in a slightly different way, dividing it as

pass/en/ger

it will result in a similar pronunciation.

These word divisions may be the traditional syllables you find in a dictionary, but it is not necessary to divide

words precisely as the dictionary does in order to use this skill in multi-syllabic words. Indeed, dictionaries do not always agree on how a given word should be broken down. The important thing is for your student to be able to handle the groups of letters that comprise the word.

Try out this skill on these words — *transportation, merchandise, combination* — using the following steps:

1. Student looks at the word to determine what familiar patterns it contains.
2. Student indicates the clusters by marking the words with a pencil as in the illustration: *trans/por/ta/tion, mer/chan/dise, com/bi/na/tion.*
3. Ask the student to pronounce each letter cluster as quickly as possible blending them into a word. Any pronounceable combination is acceptable. If there is a slight mispronunciation, the student should recognize the word if it is known in oral language.
4. The student should be encouraged to use the meaning clues in order to get a correct pronunciation.
5. If the student cannot do this easily, divide one or two words as examples.

buf/fa/lo

en/vel/ope

The important thing is to have your student look for recognizable letter clusters. Start with whatever part of the word your student knows. Suggest that he first look for a part of the word that is familiar. Often the first syllable is recognized. Sometimes it is the one in the middle, as in the word *struggle*. He may recognize

| | |
|---|---|
| | rug |
| then | trug |
| | strug/gle |

In the word *carpenter*, your student could start from either end, depending on the known and recognizable letter clusters:

| | | |
|---|---|---|
| car | or | ter |
| car/pen | | pen/ter |
| car/pen/ter | | car/pen/ter |

Not all words divide easily to produce a near approximation in sound to the word in question. It is just as logical to divide *apron* as *ap/ron, business* as *bus/in/ess,* or *razor* as *raz/or*, but a search for meaning usually brings forth the desired recognition of the word.

Application of the skills you have taught and the clues that come from the context itself should allow the student to pronounce the word correctly. Remember, you do not need to teach how to pronounce the word, only to provide the means for recognizing a word already known in the oral language. It is helpful to start with compound words that are easy to divide (ones that consist of two complete words), or with words having suffixes and prefixes.

### Analyzing Multi-Syllabic Words

1. Look at the word, searching for familiar patterns *(outstanding)*.
2. Indicate letter clusters by slash marks. (*out/ stand/ing*)
3. Pronounce each letter cluster, quickly blending into a word.
4. Check against the context clues, asking "Does this make sense here?"

## Spelling Words in Pattern

Once patterned words are understood, a student has a skill which will also help in his own writing. Help your student produce correct spellings for words he wants to use in his own writing by suggesting patterns on which to build.

Spelling is more difficult than reading. Reading requires the association of *sound clusters* with *letter clusters*, but spelling needed for writing, requires a recall and choice of specific *letter clusters* needed to spell a particular word. When we discussed patterned words, certain sounds were shown to have more than one spelling pattern.

While spelling is partially patterned, that is, many words in English are spelled as they sound (*bit, pan, spot, glad)*, many words are not spelled as they sound (*laugh, does, dough*). These sight words can be spelled correctly only through visual memory. Thus, to learn to spell all the words he needs, a student must use a combination of skills.

Once he has mastered some of the letter forms, either in manuscript or cursive writing, your student should begin to write the words he will need in his daily writing—forms, notes, directions, as well as journals, and creative writing. You are teaching your student to spell from the very beginning as you reinforce basic sight words with writing. You add to your student's understanding of spelling when the words are written in pattern as they are learned. Continue to use the words generated out of your student's reading and writing activities as the basis for spelling work.

You might think of words to be spelled as falling into three categories. The first group consists of those that are *regularly patterned (cap, sit, bad*). The second group requires a *choice of spelling patterns (deep, depe, deap).* A third group, *basic sight words*, are memorized as a whole (*was, goes, been*) and were discussed in the previous section "Language Experience—Integrating Reading and Writing."

**Regularly Patterned Words** (cap, sit, bad)

After having been taught to analyze patterns, a student can often spell words that are patterned.

For example, if your student wants to write and spell the word *bit*, say the word and ask that it be repeated,

listening for the first sound. Probably the letter *b* would be the answer. Although the student might hear the ending sound and identify the letter *t*, there may be more trouble in identifying the *i*. If trouble arises, write the word *it* and say:

"If *i-t* is *it*, how do you think you would spell *bit*?"

Have your student write *bit* directly under the word *it* so that the common letters can be seen. Continue with other words in the same pattern, asking the student to write and spell the words.

it
bit
pit
sit
fit

**Choice of Spelling Patterns** (-eep, -epe, -eap) (-ough, -uf, -uff, -uph)

When teaching your student to spell words that might have alternate spellings it is helpful to use the same technique of Patterned Words, teaching only one spelling pattern at a time. If your student wants to write and spell the word *deep*, have him identify the initial sound. You write *keep* and say

"If *k-e-e-p* is *keep*, how would you write and spell *deep*?"

If your student knows the consonant sounds, it will be easy to spell and write the word. You have not spelled the word, but rather, guided your student into writing it. Continue with more writing and spelling in the same pattern—*jeep, peep, sleep*. Wait until another session to introduce such words as *leap* and *reap*. Remember, each time you introduce new words, use only words in that pattern.

**Spelling Multi-Syllabic Words**

Lead from known words or known parts of words to more complex words by building in the following fashion.

Suppose your student cannot write the word *about*. You might want to start with *out*. The word *out* may or may not be known. If it is not known, pronounce it, then spell it as you write it saying, "If *o-u-t* is *out*, what is *b-o-u-t*?; then *a-b-o-u-t*?" Or ask, pointing to the word, "If this word is *out*, what is this word?" (*about*). An approximation to the word is all that is necessary. Your student will match it to oral language as soon as the pronunciation is close enough to be recognized. It is often helpful to make review cards of how you decoded a particular word. Keep the card for easy review.

**Assessing Spelling**

Once your student has selected spelling words from his writing and has practiced them to his own satisfaction, you might want to use his word list to dictate a spelling test. This will serve as a reinforcement of your student's self study, demonstrating to him that he does know how to spell certain words.

When words have been spelled correctly three times, assume they have been mastered. You might want to check off each word learned on the word lists in the appendices of this book. Remember, spelling words are words that your student has selected as needing to know how to spell because of his *writing needs*.

For example:

| | |
|---|---|
| and ✓✓ | have ✓✓✓ |
| be ✓ | my ✓✓✓ |
| can ×✓ | come ✓ |
| on ✓✓ | off ××✓ |
| does ✓ | the × |
| got ××✓ | was ✓ |

As soon as your student has earned three checks, consider the word learned and eliminate it from further spelling tests.

## A Word About Spelling

Learning to spell words will often take a lot of practice. However, mere repetition is not in itself helpful. What does seem to make the difference is the attention the learner pays to particular parts of the words that may be troublesome. Writing a word two or three times in a thoughtful manner is better than excessive mechanical drill. Spelling is the process of building up visual images.

Certain old-fashioned spelling techniques like oral spelling in spelldowns are inappropriate. Words should never be learned by oral spelling. We may name the letters as we attempt to decode the words we read, but this process of naming the letter we observe is not the same as writing a word from visual memory. We use the skill of spelling only in written presentation, and part of the learning takes place as we do the writing. When someone asks you to spell a word, you often take a pencil and produce it in writing because you are not sure how to spell it without support.

It does help to say the word as you write it because many learners eliminate whole syllables from words they write, but often the sound of the word by itself will not provide the clues to its correct spelling (*camel, pencil*). In such cases a learner must store in his memory what the word looks like.

For the more advanced student, don't overlook the use of the dictionary. A handy small spelling dictionary which contains only lists of words in alphabetical order without definitions is best. Definitions are not necessary for spelling since you only write words whose meanings are already known.

There are a few spelling rules that can be helpful.

1. The *i-e* or the *e-i* vowel combination
   *I* before *e*
   Except after *c*
   Or when sounding like *a*
   As in *neighbor* or *weigh*
2. The Doubling Rule
   When adding an ending (*-ing, -ed*) double the final consonant if it is preceded by a single vowel (*drop, dropping — stop, stopped*).

*3. Root word with a final e*

In a word with a final *e* drop the *e* before adding a suffix that begins with a vowel (*hope — hoping — hoped*).

Spelling activities are a good break from reading and provide handwriting practice as well.

## Consonant Blends

If your student has learned patterned words which begin or end with a single consonant, it is now possible to teach blends without requiring any new knowledge. Merely blend in an additional consonant with the pattern which is already known. For example, if the learner knows *lag* as a word, the addition of the consonant *f* (representing the sound /fff/) will yield *flag*. *Top* becomes *stop* by the simple addition of one letter sound. *Ben* becomes *bent* or *bend* when the sound of either *t* or *d* is added. The most frequently occurring blends have *r* or *l* in the second position (*tr, cl*).

The following procedure is suggested for teaching consonant blends plus common beginning letters.

### Consonant Blends

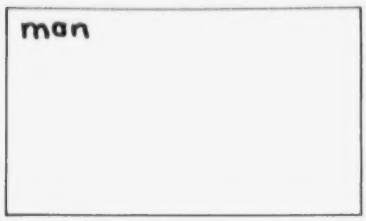
| Action | Tutor Says | Student Says |
|---|---|---|
| 1. Leaving a space at the top of the page, the tutor writes the word *lock*. | Can you read this word? | lock |
| lock | (If the student does not respond correctly, the tutor supplies the word.) | |
| 2. Tutor writes a *c* preceding the word *lock*. | Now, what is the word? | clock |
| clock | (If the student does not respond correctly, the tutor supplies the word.) | |
| 3. Tutor writes *cl* at the top of the page and adds more words. | Here are other words beginning with the same sound. Can you read them? | clam<br>clap |
| cl<br>clock<br>clam<br>clap | | |

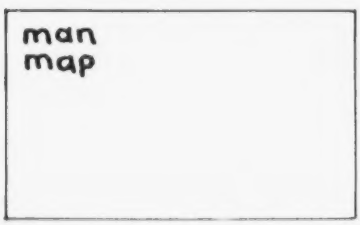
## Common Beginning Letters

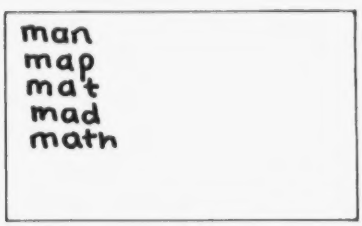
Occasionally you have a student who just does not seem to be able to rhyme words in word patterns, but does have some sense of letter/sound relationships. Try grouping words with two common beginning letters. The common letters are at the beginning of the word and the learner must substitute the final letter instead of the initial one.

### Common Beginning Letters

| Action | Tutor Says | Student Says |
|---|---|---|
| 1. Tutor writes the word *man*. | This word is *man*. What is this word? | man |
| 2. Tutor writes the word *map*. | Can you read the next word? (If there is no response, tutor supplies the word.) | map |
| 3. Tutor writes *mat, mad, math* | Can you read these words? (If there is no response, tutor supplies the word.) | mat<br>mad<br>math |




## Including Word Analysis Skills

There is little, if any, evidence that it is necessary to follow a sequence from simple to complex in teaching reading and writing. That is, you do not need to teach all the consonants prior to teaching blends or diagraphs. In fact, a body of sight words should be learned prior to learning word analysis skills. Although you need not follow a rigid sequence, the following general guidelines may help organize your own lessons.

1. Sound/symbol relationships for consonants (*s, m, f, t, p . . .*)
2. Vowel names (*a, e, i, o, u*)
3. C-V-C (consonant-vowel-consonant) pattern (*sat*)
4. C-V-C-C pattern (*fall, sack*)
5. C-C-V-C (*fled, clip*)
6. sh-, ch-, th-, wh- (*ship, thank, fish, both*)
7. C-V-C-E (*tape*)
8. Other word patterns (*-ight, -ould*)

Whenever convenient, introduce the common suffixes and prefixes (*-ing, -ed, -tion, re-, dis-, mis-*) as well as the common punctuation marks. Combine this instruction with sight word acquisition and the development of the comprehension skills.

# Using All Approaches with Print Material

All the techniques that you have learned so far in tutoring reading and writing can be applied to print material such as work manuals, newspapers, children's school notices, textbooks, and job forms. Your adult learner will appreciate being able to read everyday materials just as other mature readers do.

## Language Experience

To elicit a Language Experience story from print, have your student follow along as you read the material that he has identified as being important. Ask him to tell you what the story or article is about. Ask clarification and

sequencing questions as necessary. Now tell your student that you'll write down his retelling of the article as he dictates to you. You can now use this material for generating sight words and developing decoding skills (pattern and phonics analysis).

## Sight Word/Decoding Skills

You and your student will have to do some joint preparation before you work on learning sight words or applying decoding skills to print material.

1. Ask your student to identify some print material that is important to him (a form he must complete).
2. Talk with your student about the material: What is it about? What part of it is most important for him to know first? Does it describe what he already knows (how to change spark plugs) or does the material extend his knowledge (a design of a new carburetor)? Will he have to write notes to other people about the material (notes for the next shift, notes on the job order for the customer)?
3. Go through a few lines together, marking in highlighter words he sees as being the most important for him to read. (Do this marking on a photocopy if you can't write on the original.)
4. Read the printed item while your student follows along.
5. Pick out words he doesn't know.
6. Decide which words should be taught as sight words and which should be taught as patterned words.
7. Teach these student-selected words as you were taught earlier in this chapter.

## Writing

When using print material as the basis of a writing activity, read it to your student, asking clarification and sequencing questions, then ask him to write it in his own words.

An example: suppose your student needs to fill out accident reports as part of his job. You may ask the learner to imagine that he is now a supervisor and must complete the form. What words might he want to learn to write and spell in order to do this correctly? To find out, you might say:

"Fill in the first four lines of the accident report. Use any words that make sense. If you aren't sure of the spelling, spell it the way it sounds to you or put down the first or last letters, and put a dash for the rest of the word."

This shows you which words must be taught. If your student wrote:

*She slipt on the wet flore and grabbed a m----.* You might proceed in this way:

**Tutor** — "That's good. Even without perfect spelling you got your ideas across. I'll underline the words you need to spell correctly for your report and we'll work on those. We'll work on *slipt, flore* and *m----*.

"The basic word is *slip*. For this report we're talking about the past, so even though it sounds like it ends with *t* it's spelled *e-d*. And here's a simple spelling rule: when a word ends in a single vowel followed by a single consonant, double the consonant and add *e-d*. The word would be *slipped, s-l-i-p-p-e-d*.

"Now you write *slip* and under it write *slipped*."

**Student** — Writes *slip* as he says "slip" and then writes *slipped* as he says "slipped."

Complete your lesson by teaching the spelling of *floor* and *mop*, checking his work, and having him make word cards for the words he wants to practice. Read through the report again and choose the words he wants to learn next. For homework/practice, ask him to come up with another possible answer to be filled in on the report form.

## Integrating Series Into Lessons

If you're using the *READ ON! II* series or if you're using other textbooks, intersperse work in these books with work on other materials. It is important that these series **not** constitute the whole of your lessons. It is vital that your lesson include a variety of activities and that the majority of these activities lead to the accomplishment of your student's specific goals.

## VAKT (Visual-Auditory-Kinesthetic-Tactile) Approach

Because people learn in different ways, you may want to use some or all of the techniques described in the Visual-Auditory-Kinesthetic-Tactile (VAKT) approach as well as employing other approaches.

## Visual

Take a word card and hold it in front of your student, saying "Look at the word, picturing it exactly the way you'd take a picture of a friend. Say the word." (Student responds) "Now close your eyes and picture the word in your mind. Can you see the word?" (Hopefully the response is "yes".) "Now, open your eyes and look at the card again. What is the word?" (Student responds)

This technique may not work in all cases, since there are some people who do not get mental images well. This capability does not necessarily depend on a person's intellectual level. If your student says he cannot see the picture, you might suggest he close his eyes again and picture a child's face or a best friend's face. If this results in a picture, repetition of the above technique will be beneficial.

Sometimes words can be learned more easily by those who are visual learners if the words are written in red ink on yellow paper or in white chalk on black paper.

## Auditory

Auditory techniques take into account the sound elements of a word and may provide a clue to at least part of a word. This gives the learner a place to begin in word identification. Say the word slowly as it appears on the word card or in the material being read. Read it in a

phrase or sentence to the learner, asking the learner to follow along as you read. Ask him to repeat what you just said. Sometimes the sound of the learner's own voice helps memorization. It may take many repetitions before the learner recognizes the word. In this way, you are modeling the sound/symbol relationship as the word or the pattern is being memorized.

If there is difficulty, draw the learner's attention to the beginning, middle or ending consonant—this may serve to cue him. The goal, however, is to recognize the word, not to pronounce each letter in turn.

## Kinesthetic

For words of two, three or four letters, it is often helpful, if the letters are known, to ask your student to use his index finger to write the word in the air, on the table or on paper. The letters of that word are thus fixed in the mind and another sensory pathway for recall of the word is provided.

If this is difficult, write the word large enough for your student to trace over with a finger (not a pencil or pen). When he has traced it several times, remove the copy and have him write the word from memory, saying each part of the word as it is written. If your student makes an error, cover the writing and go back to the tracing step. Have him continue this process until the word can be easily and correctly written.

## Tactile

Sometimes a learner will get the feel of the letters best when they are written on his back. This is often an effective way to help a person sense the difference between *b* and *d*. As you say the letters of a word, write them with your index finger on your student's back. Then ask that these same letters be written on paper. This approach should be used with caution because some learners do not like to be touched.

Some students can be helped to learn by forming letters in a pan of damp sand or sugar using the index finger. The feel of rough sand and the pressure needed to form the letters help some students remember the letter forms and the word. You might also use sandpaper or different types of textured materials to help your student feel a letter.

A way to provide a raised impression of the word for your student is to write it in large letters with a wax crayon on a sheet of paper placed on a piece of window screening. This will provide an embossed impression of the word which can then be felt by your student as the word is traced over by the finger.

# Summary

Most beginning students are blocked in reading and writing fluency by their inability to recognize printed words quickly and accurately. You now have a number of approaches to help your student learn to do this. You can begin with your student's own words, using the language experience technique. You can teach sight words and context clues, phonics, and patterned words by adjusting your teaching strategy to the requirements of the word. Read to your student, not only the language experience stories he writes, but also other material of interest to him. With practice, automatic recognition of words will be possible. All word identification clues including the context itself will help the new reader. Longer words can be mastered as your student recognizes the parts of which they are composed. Throughout your teaching, check that your student understands what he's reading and writing. Without comprehension, true reading has not taken place.

All of this will probably take much time. There will be high peaks of sudden discovery and long plateaus where progress may not be so dramatic. But a systematic program of instruction should deliver steady growth. Remember, learning word discrimination is a two-step proposition: (1) the learner must *discriminate* what is to be learned, i.e., *cat* is pronounced /kat/ or *tion* is /shun/; and (2) there must be the chance to *practice* this discrimination in many contexts until the learned response is automatic and what is being read is understood.

If your student will put in three hours of practice for each hour of lessons he can expect to make more rapid progress in reading and writing.

But always remember, what works for your student is right!

# CHAPTER 6

# Developing Comprehension and Thinking Skills

Because reading doesn't take place unless the material being read is understood, you should teach comprehension skills right from the first lesson. However, it is useful as a tutor to have some of the techniques for teaching and checking comprehension drawn together in one place. The pulling together of these techniques is the purpose of this chapter.

## Directed Questioning

Because reading allows an individual to take in new information, it is the doorway to the thinking skills. Be sure your student knows the *who, what, when, where, why* and *how* of what he is reading as his reading lessons progress.

To help a learner clarify his thoughts, use the following procedure when introducing a language experience activity or when discussing what the learner intends to write.

- Talk about an event, opinion or article. Clear up any misconceptions.
- Give a positive response to the learner's ideas while providing guidance to achieve statements that are concise and logical. Do this by asking questions. "Was that what happened first?" "Is there another way we could say that to make the sentence shorter?"

Other instances of directed questioning are:

1. When using print material, suggest a purpose for reading the material or have your student identify a purpose. "Read to find out what problems this family had." Then be sure to ask for a summary of what those problems were.
2. Good readers read the lines, between the lines and beyond the lines. Ask: "Why was there so little water behind the dam?" "How would this affect the income of those who farmed downstream?"
3. When checking for comprehension, avoid questions that can be answered *yes* or *no* as well as those that reveal the answer in the question statement. Ask:
   "Where did they put the box with the coins?"
   Not:
   "Did they put the coins in the cellar?"
4. Ask first for a restatement of what your student has read. If the results are meager or jumbled, ask sequencing questions to guide the retelling. Remember, the goal is understanding and appreciation, not testing. Use speculative questions as another means of reflecting on what was read. "I wonder what would have happened if no one had shown up at the party?" "If this story were happening today, I wonder what would be different?" On occasion, let your student form questions for material you have read together.

Help your student to compress information so that a simple statement includes the main idea.

As you work with your student, you'll learn more about where help is needed. You'll also see strengths to build on. You may want to learn more about comprehension skills through reading some of the books in the bibliography provided at the end of this book. The learning process is lifelong—for yourself as well as your student.

## Fluency In Reading

### Modeled Reading

Expand your student's fluency in reading by modeling, letting him hear how reading flows and is done in chunks, not word by word. We suggest you spend ten minutes or so of each lesson reading *to* your student.

Examine the material you are going to read before you read it. You do this with any print material you use in your lessons. Referring to the title or pictures, ask your student what he thinks the article or story is about. You are asking the learner to *predict* and that's an important reading comprehension skill. When the learner voices his prediction, ask him what were the *clues* that suggested that possibility (*cause and effect* based on *recall of details*). Point out this logic to your student. It is one of the skills of a mature reader.

## Assisted (or Paired) Reading

Many learners can be helped to greater fluency if you read aloud *together* rather slowly—but with appropriate intonation—from familiar material. Run your index finger under or above the words so that your student is looking at the word that you are pronouncing together. Keep the pace steady and do not allow him to regress even if an occasional error is made. If errors become frequent, start again at the beginning of the paragraph. As you proceed, reduce the volume of your own voice and gradually become silent, while continuing the finger movement so that your student maintains the pace. In most cases he will continue to read with fluency for a period of time. If difficulty is encountered, begin reading aloud with your student, repeating the procedure above. A few minutes of assisted reading during each lesson often helps in smoothing out a student's reading.

The effect on your student of the support given by reading together is similar to the support given a person learning to ride a bicycle. You hold the seat for a bit until the rider gets the feel of it and then he can proceed for a little while without assistance. In a similar manner the reader can gain increased competence by your intermittent support.

## Phrase Reading

The degree to which a learner can be fluent in reading may well determine the comprehension of the reading material. As you introduce material to your student, read it in units of meaning (sentences, clauses, phrases). This will provide the additional clues available in oral speech through the intonation patterns.

To help your student get beyond the word-by-word reading stage, read to him often during your lesson. His hearing while seeing the sentences read as a unit will help him to try to match your way of reading.

For learners who are reading word-by-word, block off small groups of words (phrases) in the materials being used. A slash mark in pencil after words that should be read together will indicate the phrases or meaning units to the learner:

*Most work/is done well/when a man is happy/and knows his job.*

It is important to use normal reading matter in practicing this skill. Do not produce isolated phrases on cards or in lists since the skill to be acquired is that of training the reader to see these phrases even though they may be contained in two lines of print.

Instruct your student to read the words in a phrase silently and not to say them aloud until each word has been identified. Then have him say the phrase all at once. This will not produce perfect fluency but the word-by-word reading characteristic of many poor readers will begin to smooth out. As the time required to inspect the next phrase gets shorter, put two phrases together into a single group:

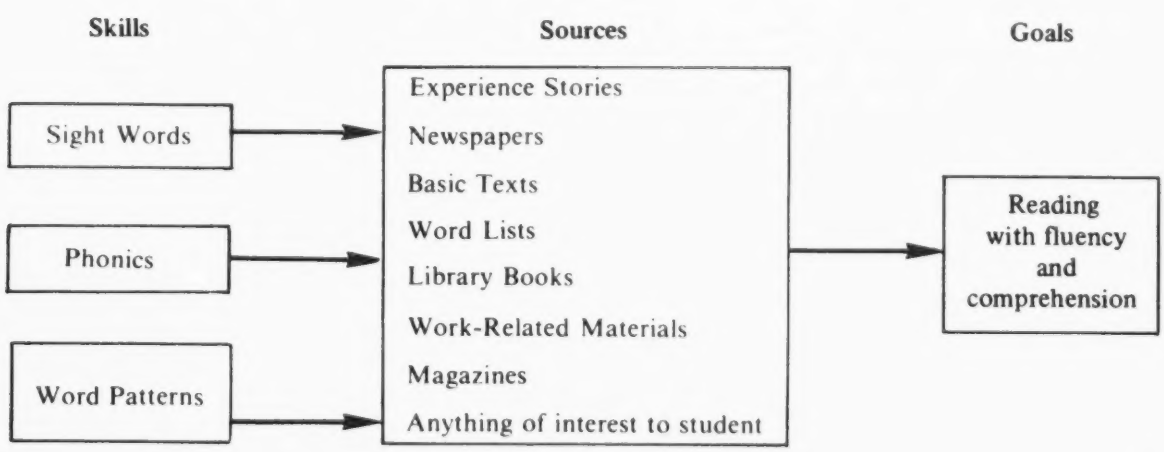
*Most work is done well/when a man is happy/and knows his job.*

*Most work is done well when a man is happy/ and knows his job.*

*Most work is done well when a man is happy and knows his job.*

## A Word About Oral Reading

Many new readers are hesitant to read aloud by themselves. However, this kind of reading provides you with important information on your student's word analysis skills. This information is difficult to get in other ways. Always have your student read a passage silently before reading it aloud. Don't hesitate to have your student repeat a passage several times until it can be read fluently. Some learners have never felt the ease of fluent reading. Up to now, most reading situations have been a struggle. This technique often gives a learner much satisfaction and provides a model for needed fluency.



## Context Clues

From the very first lessons, encourage your student to pay attention to what is being read. This attention to context will frequently be used as a major information source to identify the words already in his speaking vocabulary but not yet in his reading vocabulary. As you student's body of general knowledge grows, the meaning of words not in the speaking vocabulary will be able to be inferred from the context of the sentence.

As a learner gains practice in reading and writing so that the eyes take in more than one word at a time, substitution errors can be reduced by application of these context clues.

## Literal Comprehension

It is important that you check to see that your student is reading for meaning and not just "word calling."

When your student has finished reading a selection, ask for a retelling in the individual's own words. If you do not get a response, ask such questions as: *"What was it about?" "What happened in the story?" "What was going on?"*

If your student cannot retell an entire story, you will want to know if the problem is one of too much material, or if there is some skill lacking that prevents retelling the story. Perhaps your student feels that reading is only saying words. If so, there needs to be an understanding before reading begins that a recall of the information in the story is necessary.

First, reduce the quantity by having just one paragraph read. If your student still cannot tell you what the paragraph is about, deal with only a single sentence. If this is not successful, break the sentence into phrases by putting slash marks in pencil after words that should be read together.

*Every payday/we save some money/and we put it in the bank.*

Call your student's attention to the fact that each group of words contains an idea. Translate thus:

*Every time we get paid, we don't spend all our paycheck but we save some of it by putting money in the bank.*

This practice will provide a basis for *literal comprehension*—a recognition of the ideas of the author. This can only be understood if the reader's personal experiences are varied enough to contain similar ideas. If words or ideas occur which refer to items beyond a learner's understanding, work on vocabulary or extend his experience by providing pictures, explanations, or demonstrations; or you might chose new material which is within your student's range of knowledge and interest.

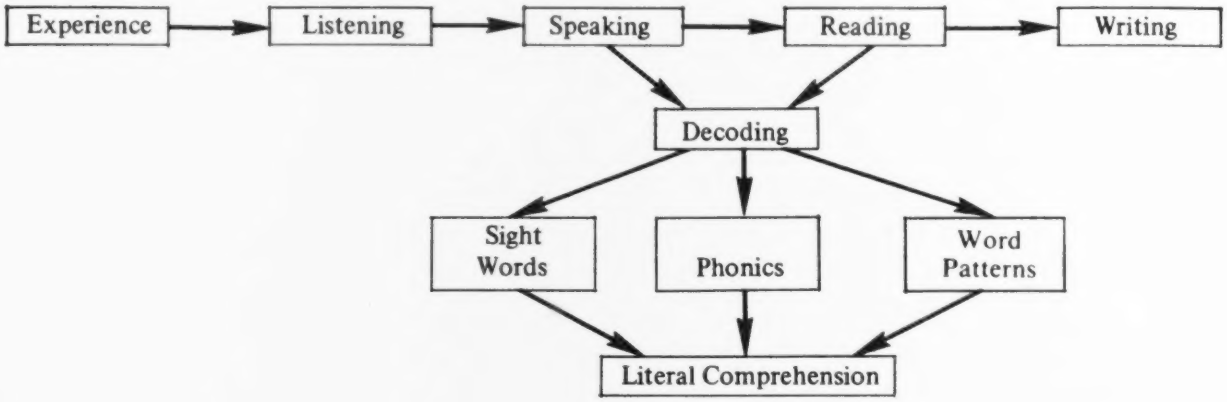
## Inference

When you are sure that your student understands the facts the author has presented, you can ask for responses requiring higher level comprehension skills. From the stated information, your student can be asked to make an inference concerning an idea not fully expressed in the text.

For example, if your student reads *As soon as Congress adjourns, the senator leaves Washington behind and heads for home,* the conclusion may be drawn that Washington is not the senator's home and perhaps is not his favorite place. To fully understand the sentence *He froze in his tracks as he heard the squeak again from the dark corner*, a learner would have to exhibit several levels of understanding.

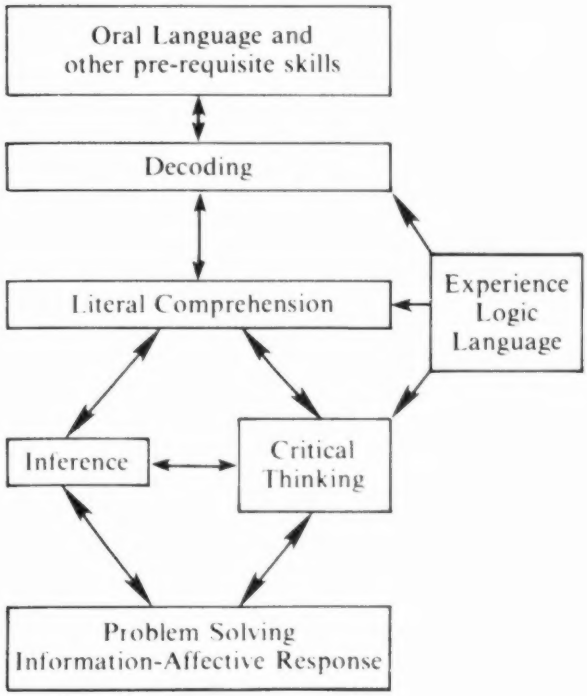
First, there would have to be a realization that the word *froze* refers to emotion and not to temperature, that *tracks* have something to do with stopping his motion, not with transportation, and that the meaning of the whole sentence is one of mystery, not of railroad equipment.

How does one acquire such knowledge? It comes from a vast reservoir of information collected over a lifetime. There is no specified way to assure this information base.



However, the more we read, listen, and experience, the more we encounter a rich variety of words and expressions, and the greater is our capacity to understand the next idea that comes along.

We might diagram the process this way:




From the oral language base we proceed to recognize words in print that represent ideas or meanings. From these perceived meanings and our own inner storehouse of information we think beyond the words of the text in response to our own needs. We check out the validity of such thoughts by determining if they are consistent with what we already know, or agree with the opinions held by others we see as authorities. Then we feel justified to arrive at certain conclusions. This is the thinking process. When we receive the initial data from print sources, we call it reading.

## Critical Thinking

Often a person who has grown to adulthood without being able to read has such a reverence for books or the printed page that everything that is printed is believed to be an absolute truth. Help your student to question the authority of an author where possible differences of opinion could occur. The first step is to be able to recognize when a statement is opinion, and not fact. Help your student recognize that good news reporting should present the facts but that the editorial page is a collection of opinions. Give your student practice in raising appropriate questions when opinions are stated:

"Is the opinion based on sufficient evidence?"

"Does the evidence relate to the question for which an answer is being sought?"

"What do others who have authority in this area have to say?"

"Is there a way I can check the evidence myself?"

Acquaint your student with the usual propaganda devices used in advertising or in political speeches.

Plain folks device: "I'm just a country boy myself."

Band wagon technique: "Everybody who is anybody listens to . . ."

Appeal to authority: "Men of distinction smoke . . ."

## Following Directions — Sequencing

Following directions may begin first as an oral activity. In this form it requires auditory attention. Ask your student to respond to two or three verbal directions. For example:

"Open your book to page 62 and read the third paragraph."

Gradually increase the number and complexity of the directions to which your student is asked to respond. For example:

"Open your book to page 52. Count how many *the*'s there are in the first two paragraphs. Then go to the last paragraph and count all the words that begin with *s*."

As a very practical exercise give your student a series of directions typical of those offered to a person seeking to find a particular house.

"Go up the hill past the third traffic light. Turn left at the Exxon station and go to the white house with the red mailbox in front."

See if your student can repeat these instructions verbatim. Encourage your student to develop a picture in his mind as he is listening. This helps to increase the likelihood of a correct response.

Then move to printed directions. Recipes and how-to-do-it manuals are good sources for practice. Have your student read through the entire sequence of action and then describe or act out the sequence required by the directions.

Another interesting activity is to take a strip of paper and write down a sequence of events. Ask your student to reassemble these events to follow an order different from the original. For example:

*In the morning when the alarm clock goes off, I have to get up, get dressed, eat breakfast, and catch a bus before 7:30.*

Each phrase in that sequence could be separated, shuffled and reassembled in logical order.

Another interesting way to practice sequence is to cut apart the panels of a comic strip, asking your student to reassemble them so they make sense. This often requires careful attention to visual details. There are many commercial products that can provide additional skill practice in following directions and in sequencing.

## Vocabulary Development

One way of expanding a person's base of knowledge, and one which many adults enjoy, is learning the meaning of new words. Because learning takes place when we work from a basis of what is known toward what is not known, start with a group of meaning related words that focus on an interest or a need of your student's.

For instance, if your student needs to know something for work, ask him to bring in a manual, rule book or personnel policies that affect him. Read a passage to him, asking him to stop you when you come to a word whose meaning is unclear. Mark that word. When you have five such words noted, copy out the sentence each appears in. Discuss with your student what each word might mean in the context of the material you're reading.

Then either you or he can look up the word in the dictionary and read the definition. Decide which definition fits the meaning of the word used in your reading. Then ask your student to put each word in a new sentence. Try to have all the sample sentences relate to the same topic and to each other. Your student is retelling the material in his own words at this point, demonstrating that he understands the new words and the new material. The new words can then be treated as sight words, pattern words and/or spelling words depending on the purpose of your lesson.

The principle to keep in mind when introducing vocabulary which extends a learner's knowledge is that these new words be related to something he already knows and that he is aware of the reason for learning the new vocabulary.

You can extend vocabulary development to home practice by asking your student to look and listen for unfamiliar words between lessons. He can either find out the meanings on his own or bring the words to class for discussion. Your student is the source for selecting the words he wants and needs.

## Summary

Reading and writing are processes for which no systematic listing of skills or organized packages of instruction can be provided. The best way to develop comprehension seems to be to encounter as many examples of language as possible, adding information about words, phrases, and literary devices (idioms, similies, and metaphors) as you go. Therefore, discuss what has been read until its meaning has become clear. Extend that meaning to other situations in your student's life and help him develop an appreciation of a writer's particular choice of language.

# CHAPTER 7

# Materials/Activities

Your teaching hours will be brightened and your student's horizons enlarged if your senses are constantly alert to new methods of motivating your student to learn. Books and language experience stories are a base, but only that. Learning can be found in many other areas.

Learning to read and write can be a challenging and satisfying series of successes, rather than a difficult and overwhelming task. But you must be alert to your student's needs, interests and capabilities, sensing when to change materials, when to push on. Keep the lessons interesting, while focusing on your student's goals.

The advantage in individualized teaching is that the students are not committed to a prescribed curriculum. They are spared the necessity of learning materials that may be tedious. It is the tutor's challenge and opportunity to discover material on subjects that will be of interest to individual students.

In teaching, an important way to maintain motivation is to use materials that appeal particularly to the student. When people are genuinely interested in something, they want to read about it and will concentrate more on the reading.

The best tools for motivating your student are those that he gives you. Either from personal conversation or from experience stories, learn why this particular student wants to read. Direct your activities around this goal. Demonstrate as often as possible your student's progress toward this goal.

## Materials

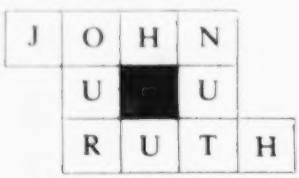
### Games

In addition to being fun, games can be valuable reading reinforcement tools that bring a change of pace to lessons. Whether you use games that you purchase or that you create, keep in mind that the game should:

1. have a reading reinforcement clearly in mind
2. be fun and challenging but not beyond the student's capabilities
3. not be childish or insulting to your student's intelligence
4. be played fairly (Do not allow your student to win if he doesn't deserve to. He respects fair play, too.)

There are many patented word games — Anagrams, Scrabble, Spill n' Spell, Boggle. Sometimes it's better not to stick to the suggested rules, but to adapt a game to fit a particular need of your student.

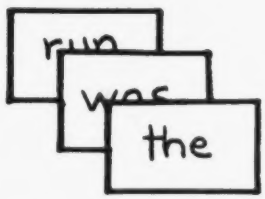
Simple crossword puzzles, either from books or devised by you are fun to do with your student. Incorporate words he is having difficulty with or perhaps put his own name into the puzzle.




You might use trail games, letting the student set the destination. Names of cities could be included, but even more important, road signs (STOP, DETOUR) could be deterrents, and other signs (SPEED LIMIT 55, THRUWAY) could move the traveler more quickly.

A way to drill on word recognition which can be both challenging and fun is to play Word Bingo. On letter-sized sheets of paper or cardboard, draw appropriate lines and write in manuscript the words your student is working on, making each sheet different by mixing the arrangement of the words. Write the same words on a set of cards from which you and your student will draw. Take turns pulling the word cards and reading them as you cover the word on the sheet with the appropriate word card.

| | | |
|---|---|---|
| the | was | go |
| run | were | is |
| now | there | my |




Vary the medium you use. Sometimes have your student write with a pencil, at other times with a felt tip or a ball point pen. Another time you might bring a small blackboard and have him write with chalk. A magic slate is lots of fun because you can pull the plastic sheet up and erase quickly when you make an error.

## Notes/Lists

Notes and lists may be one of the most frequent ways we use writing in our day-to-day living. Discuss the kinds of notes that your new reader would like to be able to write, identify the vocabulary needed to write the notes and then ask him to write a few notes for himself. Some of the most likely notes to be written might be: a note to a family member to say when he'll be home, a shopping list, a list of activities for the day, or a note for a school age child to ask about or explain a home work assignment.

## Maps

What fun to plan a trip together for your student's family even if it is just a pretend trip! The names of cities, states, road signs, and directions are all practical words constantly needed. A further step might be to capitalize on your student's interest in a certain place. You might provide your student with a series of directions to that place which could only be followed by the use of a standard road map. For example:

"Leaving New York City, you are going to drive north on the thruway to the second camping spot. Near what town will you spend the night?"

Learning to use the mileage charts on maps can be an interesting way to incorporate some math for your student.

"If you have only enough gas for 100 miles, what cities would be in reach if you left Chicago and traveled southwest into Iowa?"

A city map can provide an additional source for map reading skills. Your student can identify what streets would be traveled to reach the airport, a shopping plaza or the library.

Most adults want to be able to use a road map efficiently, and many interesting learning experiences can be provided with this tool.

One tutor used a paper place mat with a map of the United States on it. This led to a lesson in map reading—finding north, south, east, west, pin-pointing where he was now, in Hartford, Connecticut and locating the student's home in Mississippi.

The tutor wrote down the words as the student detailed his last trip home, and finally, the student expressed the desire and need to read road signs.

## Calendar

Understanding what a calendar is and how it can be useful are valuable skills. After you have shown how the days of the week are noted at the top, explain why the first day of the month is sometimes a Sunday, sometimes a Monday, or another day of the week. Then practice by pretending. You could say,

"If I asked to meet you at the library on the 9th of October, what day would that be?"

Learning occurs by actual doing. Have your student ask you similar questions to be sure that you would meet on the same day.

Giving your student a pocket calendar or a page size monthly calendar simplifies keeping various commitments. Have your student write down the days and times of your lessons. Possibly an installment payment on a car is due on a certain day. Writing a date down rather than depending on memory takes a burden off anyone's mind. Have your student cross off the days as they go by.

Giving a simple date book to your student in which appointments can be written, can be an important lesson in organizing time and commitments. As a personal note, your student might want to indicate family birthdays, anniversaries or special holidays.

## Menus

Be constantly on the alert for practical reading exercises in daily living. It can be embarrassing not to be able to read the menu at a restaurant. Bring a sample menu to a lesson.

Go over the items. Teach some words such as *pizza* as sight words, teach others by associating them with words already known—*beef stew, hot dogs*—applying the principles of word patterns.

## Letters

Do not miss the wonderful lessons you can give your student in writing or reading letters. Perhaps you are going on a trip. You can continue your lesson while you are away by writing to your student. Write in manuscript or cursive, depending on the ability of your student, and use words your student knows or can figure out.

Postcards sent to your student serve a three-fold purpose. They tell your student that you remember him when you are away; they carry a simple personal message

that can be read, and they picture a part of the world your student may not have seen. Suggest that your student write to you. The first time, it's a good idea to give your student a pre-addressed envelope and a sheet of paper showing how to write a letter. In your lesson, demonstrate how to start a letter and several ways to end a letter.

Dear_____

_____

_____

Yours truly,

You will get a big thrill when you receive your student's letter. It will probably be the first letter your student has ever written. The spelling may not be perfect, the grammar may not be correct, but you'll know what is meant, and that is the important thing.

## Tape Recorder

A tape recorder is an excellent educational tool. Students who own a tape recorder can read aloud with a taped presentation as they follow the words in a book. They have immediate reinforcement when they are right, and correction if they make an error. Taped material has some advantages for some students over the direct personal relationship with a tutor. If your student is extremely shy, he might prefer receiving instruction or correction on a tape because of the greater privacy of the tape. Too, it's fun to receive an instruction on a tape, turn off the recorder to make a response, then turn the tape recorder on again for verification.

If your student doesn't know how to use a tape recorder, show him. Then encourage him to use it independently. Be sure to record the date and the student's name on each tape.

Record the voice of your student as he reads, letting him hear it played back. Often no further word from you is needed as he spots his own reading problems and seeks to correct them. Recordings taken at intervals can often provide evidence of your student's progress. This is encouraging to both the student and the tutor.

Here are some other ways tutors have found to use the tape recorder as a tool in teaching:

1. If your student is interested in music, find out what kind he likes. As long as there are lyrics, you can use it as tool for learning to read and write. Who knows, it might even inspire your student to write his own! Tape the music from a record. Play it back, writing down the lyrics and using them to provide new words for learning.
2. Read a selection of interest to your student onto tape. Provide him with a written copy of the reading material. Allow him to read, turning the recorder on as each sentence is completed, checking on the accuracy of his own reading. Later, have him replay the selection, reading along with the tape. This will improve his fluency in reading.
3. It is sometimes helpful to tape as you are testing with the *READ* (Colvin, Root, 1982) test. This gives you a permanent record for later referral and evaluation.
4. The tape recorder can supply important information about you as a tutor. Tape an entire lesson with you and your student going along as though the tape recorder is not there. At your leisure, listen to the tape. Does it indicate that you are talking too much? Do you sometimes talk down to your student? Do you give him enough time to respond to questions?

Using a tape recorder can be fun and can give you a change of pace in a lesson. It will probably help give your student confidence in his own ability as he *hears* his own improvement in reading.

## Computers

There is a lot of excitement about the use of computers in teaching basic reading and writing. If a computer is available, try it. You can learn together. We're finding that many adult students who are hesitant about writing because of poor handwriting and spelling are willing to take a chance on a computer.

If your literacy program doesn't have a computer, look into using the facilities of a local library, elementary or high school, vocational school or public adult basic education program to see if they would share their computers and their word processing or teaching programs during the "off times."

Do not overlook the *access* you or your student might have to a computer. Personal contact with someone who can authorize its use can lead to productive and exciting lessons and practice.

*Computer Assisted Instruction: A Review* (LVA, 1986) is a list of computer software for use with adult basic reading students.

# Activities

## Alphabetizing

Learning to alphabetize can be a welcome change of pace and is a most useful skill. Most people can recite the alphabet from memory, but if your student cannot do this, write the letters in order as an easy reference. Explain that dictionaries, telephone books and files are set up in alphabetical order.

Use a group of word cards or your student's known sight word list. Take ten words that start with the first ten letters of the alphabet.

*Game house fun eat apple bean dog cat jump it.*

Have your student arrange them in alphabetical order. Provide a reference guide (*a,b,c,d,* etc.) if recall does not come readily. When your student can do this for all twenty-six letters, point out that:

*A* through *F* would be roughly in the first third of the dictionary

*G* through *O* would be roughly in the middle section

*P* through *Z* would be roughly in the last third

A quick sorting into piles organized in this way will help your student speed up his alphabetizing. Some students do not realize that words are put in alphabetical order using the *second* or *third* letters when the first or second are the same. Suggest that your student alphabetize these *a* words: *as, apple, about*. Then have him alphabetize words where the differing letter is the third one: *bread, bride, brain*.

Continue in this manner with more complex alphabetizing tasks. Many dictionaries contain short projects on using dictionary skills. These can be fun.

## Library Use

Many students will want to use the library as soon as they have sufficient skills to find a book they can read. Others have never been in a library and you can be the one to introduce them. They should learn how to use the various catalogs. Information is filed under the author's name as well as the subject and title.

Below is a sample of a typical author's card or filmed note as it might appear in the public library. Point out to your student that on this card or film the number indicates the area where the book is found, that the author's last name appears first, then his first name, then the book's title, publisher, and date.

796.7 Hough, Richard, ed.
Great Auto Races, Illus.
Harper 1961

Below is a subject matter card. You will note the subject matter appears first and is filed alphabetically. There may be several cards for each subject.

796.7 Automobile Racing
Hough, Richard, ed.
Great Auto Races, Illus.
Harper 1961

Below is a title card.

796.7 Great Auto Races, Illus.
Hough, Richard, ed.
Harper 1961

When your student understands how to locate information by using the catalog, a visit to your local library will be exciting. Knowing only an author's name, the subject matter of a book or a book title, your student can use the catalog and look up a book. The number indicated on the entry should be noted. Then show your student how the library shelves are arranged according to these numbers. Signs are usually posted to indicate the location of books according to the catalog numbers. It might be interesting to tell your student that the system used by the Library of Congress in Washington, D.C. is the same one used in almost all libraries in the country.

# Summary

Often motivation can be maintained by varying the high interest materials. Games, maps, calendars, letters, use of the tape recorder, computer assisted instruction—all these can reinforce learning. But if your student has not been motivated by any of these suggestions, perhaps his rate of learning can be improved by more systematic attention to the basic skills. You might want to use the *READ ON! II* series, a structured series of reading books and workbooks based on LVA's basic techniques. Be sure that new learning is firmly based on what your student already knows. And don't limit yourself to the suggested motivational materials and activities given in this book. Invent a few of your own!

# CHAPTER 8

# Goal Analysis/Lesson Planning

In Chapter Four, "Assessment/Goal Setting", you learned the importance of working with your students to define their long- and short-range goals. In this chapter you will be given instruction on how to take the assessment and goals that you and your student have worked on and break them down into objectives that can be accomplished lesson by lesson. You will learn how to plan lessons that, while flexible, progress in a logical manner toward accomplishment of the learner's short- and long-range goals.

## Goal Analysis

A long-range goal is a destination . . . the distant city, the far mountains. Short-range goals are the sign posts along the way which help measure progress toward the ultimate goal.

But before you set out on such a journey, you need to analyze just what you have to do to reach your destination. This is similiar to the goal analysis you and your student will go through in making plans to reach the long- and short-range goals which you set together.

This goal analysis results in a list of things that must be known or done if the goal is to be reached. The analysis of goals into objectives is much like making a list of things to do before you take a trip:

—pack the car
—get money from the bank
—put gas in the car

So, if your student's goal is to use a telephone book competently, your list of objectives might look like this:

—ability to alphabetize names through three letters
—knowledge of the guide words on the page
—ability to alphabetize first names
—knowledge of abbreviations used in a phone book
—knowledge of the categories used in the yellow pages
—knowledge of other sources of information in the phone book

As you and your student identify each of these objectives and set a timetable for attaining each of them, you might use the form on page 56 to list this information. You will note that there is a place to indicate the materials you will use to accomplish the objectives (a phone book, cards to alphabetize, a work sheet on products to find in the yellow pages). There is space for recording each skill as it is introduced, reviewed, or maintained. There is also a place to record the learner's progress at the close of each lesson. Such records help you to plan lessons, as well as provide a means to show the learner what is being accomplished from week to week.

In planning lessons, learners should be encouraged to recognize necessary skills and to have reasonable goals. Discuss these goals with your student and agree upon a timetable for reaching them before you plan a series of lessons.

If you feel that your student is incapable of attaining a certain long-range goal as quickly as he thinks he can, work with him on stating short-range goals which will contribute to obtaining the long-range goals. In doing this, you are not discouraging your student from aiming high. Rather, you are helping to set realistic timelines for accomplishing those intermediate steps toward the goal without denying your student a role in lesson planning and a responsibility for learning.

One good thing about stating the steps or objectives in meeting a goal is that these smaller goals enable a new reader to have legitimate success in every lesson. Even if all objectives for any given lesson are not met, at least something will be accomplished and the original long-range goal is that much closer.

The practical result of goal analysis is the setting of an objective for a particular lesson. What do you want the

NAME _____ DATE _____

GOALS:

| Objectives | Techniques | Material | Time | I* R M | Student Progress |
|---|---|---|---|---|---|
| | | | | | |

Notes:

Evaluation:

Future Plans:







*I-Introduced, R-Reinforced, M-Maintained

learner to accomplish towards his goal by the end of the lesson?

For example, if your student wants to be a cook, a **short-range goal** could be to collect recipes. Being able to write and then to read a known recipe could be the **objective** for one lesson. It would provide the unifying theme for the majority of the activities during that lesson. The mix of approaches—language experience, sight words and context clues, phonics and word patterns—depends on your student's reading skill level. While this is helpful, you need not put yourself in a strait jacket trying to keep everything to a single theme. You could do some free or silent reading or discuss cooking or nutrition with your student rather than sticking with recipes throughout the whole lesson.

# Lesson Planning

After you and your student have identified a short-range goal and specific objectives which lead to that goal, choose the skills to be taught, the materials required, and the instructional activities. Your lesson planning will then follow naturally and will be composed of the following parts:

1. Diagnosis
2. Plan for Instruction
3. Lesson Evaluation

## Diagnosis

To design a successful lesson which assures progress, you must first know:

1. What would interest your student
2. What the objective of the lesson is
3. What your student already knows
4. What your student's learning style is

These are part of diagnosis or assessment. The *READ* (Colvin, Root, 1982) test will give you information on a learner's reading skills. Having the learner write his name and address or a few sentences in a language experience situation will give you an idea of the writing skills possessed. Informal reading inventories and structure questioning as described in Chapter 4 will give you information about your student's interests and what he wants to learn to read. But you will need to listen and observe carefully to gather information about how each individual learns best.

Some learners will learn better if they talk aloud to themselves. Some will learn best when they write. Some learn with only a few practice sessions. Some need dozens of repetitions to remember things. Some will use a newspaper to practice, but will not use a workbook. These strengths and weaknesses, likes and dislikes, must all be considered in a program tailored to an individual learner.

## Plan For Instruction

A typical lesson should contain:

1. Review of previously learned material/homework
2. Introduction of new reading and writing skills based on objectives
3. Other reinforcement activities (discussion, assisted reading, reading for pleasure, discussion for comprehension)
4. Assignment and explanation of practice/homework

### Review

Few of us can master a new skill or a new task with only one explanation or trial. Your lessons contain many concepts new to your student that must be reviewed and practiced many times before they are learned thoroughly. Confidence is built as mastery is completed.

Don't be misled into thinking that all review is boring to your student. Although it may seem repetitious to you, remember that this is new material to your student. You may want to vary the *way* you review but be assured that review cements skills and concepts in the mind of the student.

We suggest that lessons begin with a short review of material already, or nearly, mastered. This provides your student with needed maintenance experience, and gets things off on a positive note. Home practice should also be reviewed and evaluated to demonstrate to your student that working on his or her own is a vital part of learning to read and write. To assure progress, it is crucial that your student practice and apply the new skills between lessons.

### Introduction of New Skills

Be sure the skills to be taught are broken into steps small enough to be thoroughly mastered and reinforced in a relatively short time—a lesson or two in most cases. Adjust your plan as you go along. Each lesson provides the basis for planning the next lessons. Experience stories give insights to learner interests; reading and writing activities reveal strengths and shortcomings in word analysis and comprehension; writing samples indicate a learner's spelling and grammar difficulties as well as vocabulary level.

As you plan each lesson, write down the objectives on your plan. Include a statement indicating the measure of accomplishment for each objective.

Examples:

—Retell a story indicating who, what, where, when and why, with no more than two omissions or errors

—Read five new sight words from an experience story with no more than two errors in five trials
—Read all the words on an employment application
—Sequence correctly the steps in repacking a faucet, with no errors

Remember that mastery in one lesson does not guarantee long-range mastery. In each lesson, there must be some skills that are being reviewed at the same time that other skills are being introduced. If, despite repeated exposure and simplified objectives, little mastery seems to have been attained, drop the activity and return to it later when it will seem new again.

## Inclusion of Other Activities

Include in your lesson activities such as: games, map use, calendars, letter or note writing, computer-assisted instruction, use of the newspaper, and puzzles.

**Reading For Pleasure**

As you try hard to teach your student all the skills involved in reading, be sure to let him know that reading is fun. Use the last five or ten minutes of your lesson to read aloud to your student. Both of you can look at the book, your student following as you read. It could be a short article on football, ecology, or fashion. Try some poetry or a selection from the Bible if that is your student's interest. This will whet his appetite for more reading.

You could tape any of these reading activities for the learner to review at home, thus extending his lesson time.

**Comprehension Activities**

To increase comprehension of materials, discuss the topic *before* reading or writing any new material. Find out what your student knows about the topic and why he wants to read or write about it. Review any titles, pictures, diagrams and charts in the book. This will give him a base to which to tie his new knowledge.

To check comprehension after your student has read a passage silently or orally, discuss the content of what has been read. Use the five W's and H as a guide (who, what, when, where, why and how). Extend your student's experience by asking questions about the ideas or information in the text.

If your student is a nonreader, expand comprehension skills by reading the material to your student and then discussing it as described above. Thinking skills are promoted in this way, even while the basic reading is just beginning. Reading is comprehending. More suggestions for integrating comprehension activities into each individual lesson can be found in Chapter 6.

## Practice/Homework

Homework should be part of every lesson. Your student may not respond to this easily so try to make it interesting and appropriate, explaining why it is important. Reading achievement will be very slow if it must be acquired with only an hour or two a week of involvement. Skills in reading must be exercised to be acquired or maintained. No one learns to read without practice and it is the learner who must provide the practice. False hopes are raised and time is wasted for both tutor and learner if it is implied that reading can be taught during the lesson time alone.

Some learners are hesitant about taking books home to study. Make it easy to take work home. You might put holes in workbook pages and keep the entire book in a three-ring notebook. You could write short homework assignments, folding the paper and putting it, with a short pencil, in a small envelope to fit in a pocket. Thus equipped, your student could even work on homework during a coffee break.

A learner could take a copy of the materials he dictated home to reread every day, use a pack of word cards for practice, read a chapter or two from a library book, write sentences which include words from a spelling lesson, reread page 3 from the driver's manual, bake a cake following instructions on the box, play a game with a family member which uses the new words, fill out a sample application for a library card or a bank account, write a message on a postcard to a friend, circle all the "m's" on a page from a newspaper, or read all the words on a menu from a local restaurant. The possibilities are limited only by your own imagination.

Reading and writing must be practiced to be mastered. Two sessions a week will not provide sufficient practice time for meaningful progress to take place. Therefore, it is imperative that your student see that between-lesson practice is crucial to learning to read and write.

## Evaluation And Planning

Talk with your student about his feelings about the lesson when you complete your tutoring for the day. Find out if there is anything he would have liked to do more of or anything he didn't like. Get his ideas for what he'd like to read next. Listening to and using your student's ideas strengthens his motivation by showing him that his ideas are important.

After your lesson, write notes about your student's progress on the day's Lesson Plan. Sometimes you can do this during the lesson. If it interferes with your student's concentration or makes him nervous, do it afterwards. Comments, evaluations and future plans should also be written down immediately after the tutoring session.

You will be basing the next lesson's objectives on your student's performance, interests, and needs. After the objectives are set for the next lesson(s), decide on techniques and materials. Find out what is available in your library.

Be sure your student participates in the evaluation of the lesson. Ask what he enjoyed or found difficult in the lesson. Be open to any suggestions your student may offer which will aid learning. Review progress often so that he can see the achievements that have been made.

## Planning

As you plan for the next lesson, remember to

**Overplan** — a little too much is better than not enough. The excess goes over into the next lesson or you may want to skip some planned activities in favor of others.

**Overteach** — When your student can retain something for a period of at least three lessons, you may assume that it is learned. Don't panic when what you thought was learned seems to have been forgotten. Relearning will come faster than the original learning.

**Be flexible** — Many a good lesson on paper doesn't work well because a learner is upset or circumstances intervene, or some other part of your plan took longer than you had anticipated.

**Be positive** — Encourage your student but don't gush. Guarantee success with every lesson.

**Be efficient** — Make your plans carefully. It is the best way to assure that you will be relaxed yet alert to the needs of your student.

# Summary

Careful planning and common sense are a good combination. You are a professional and your student deserves no less. As you gain experience, you will learn to use the techniques you know (Language Experience, Sight Words, Context Clues, Assisted Reading, Phonics, Word Patterns), shifting from one to the other easily as the occasion demands. You will be able to use them with both the Language Experience materials you and your student develop and with published material. On the spot intervention requires a skilled tutor who can diagnose and remedy immediately. That comes with practice.

# CHAPTER 9

# First Lessons/Tutor Hints

When tutoring your student, you will want to know what to bring to the lesson, how to identify the appropriateness of a book's reading level for your student, and how to include handwriting in your lessons. In addition you will need to put together the techniques and activities you have learned up to now in this handbook. This chapter addresses these topics as well as giving lesson plans you can use for your first lessons. You should individualize each lesson for your student depending on whether he or she is a beginning learner or a more advanced one. There are also hints for what to do if all does not go well.

## First Lessons

### What To Bring To A Lesson

Tutors can keep all their teaching materials in a bag, a briefcase, or a large folder.

Have:

1. Notebook for the learner
2. A copy of *TUTOR*
3. Notebook or folder for your records, and experience stories
4. Testing materials
5. Several basic reading books
6. Pencils and eraser, or pens
7. Extra paper and carbon paper
8. 3-by-5 cards, quartered
9. Reading material of high interest to the learner, e.g., sports magazines, TV guides, cookbooks, Bible, comics, etc.

Other helpful teaching aids are:

1. Plastic overlay to be used with felt-tipped pen on workbooks or library books. (Both books and plastic can be used again.)
2. Magic slate
3. Simple crossword puzzle book
4. Scrabble tiles or "Boggle" cubes

### Identifying Appropriate Material

Your student's interests are of primary concern in planning lessons. It is important that your student be involved in selecting books that will be used for either instruction or for recreational reading. (The use will be determined by the degree of difficulty the book presents to a learner and by the tutor's plans.)

Bring several books to class or take your student to the library. Encourage him to look for books that interest him. In directing your student's selections, point out the various things he should look for when he selects his book. Ask him what the cover tells him. Ask him to look at the chapter headings, the table of contents, and the introduction. Have him skim the book, reading random sentences and paragraphs to see if the book interests him and if he will have any difficulty reading it. If working with a small group of learners, you may want to have them work in pairs, examining and discussing which book to read.

Ask your student to choose among several books you think will be of interest to him. Have him read aloud to you. At first, it's best to start with material that is too easy in order to build up confidence. It is frustrating to have to struggle with material that is too difficult. However, it is boring to continue with non-challenging material too long.

Be careful not to rely solely on reading formulas to measure the suitability of a particular title for a beginning reader. Reading formulas focus on such things as subject matter, number of words and syllables, sentence length, and the use of word lists, but cannot measure such key readability factors as a learner's interest or knowledge. If

learners are interested in what they are reading, they will often read better than their tested reading level would indicate. A general rule of thumb is to have a learner read a few paragraphs before deciding on a book.

## Handwriting

It is most important that you be familiar with both manuscript and cursive writing before you start to teach a student. We usually start with manuscript writing because it is easier for a new writer and puts less strain on the muscles. It also resembles the letters the new reader will encounter in books, leading to a situation in which reading and writing reinforce each other. Since most forms and applications require that the person filling them out do so by printing, learning manuscript writing provides a learner with a practical skill that is immediately applicable.

To teach yourself the manuscript alphabet, we suggest that you place a piece of paper over the letters on Page 62 and trace over each letter. It would be well to practice writing the manuscript alphabet several times—until you are sure you can produce the letters correctly. (The letters are the same as printed letters except for *a, g,* and *k* in the D'Nealian Manuscript Alphabet.) Then go on to the cursive alphabet.

Cursive writing may be taught after your student has learned manuscript writing. Many cursive letters are similar to those in manuscript writing. In cursive writing the letters are connected. Sometimes this connectedness is helpful to a poor reader who has trouble keeping a word together. Some new learners can write a few words or their names in cursive even though their reading is very poor.

A new learner should begin writing activities as soon as sight word activities are begun. This writing practice helps reinforce the learning of new letters.

Some students find it very difficult to use a pencil or pen. Your student may be adept at using his hands for working and doing intricate tasks, but holding and manipulating a pencil requires the use of new and different sets of muscles, a procedure which can be awkward and frustrating. So be patient and do not insist on perfect letters.

Do not be surprised to find that your student will progress at a faster rate in reading than in writing. And do not keep your student back in reading because of an inability to write or spell the words in that lesson. Keep moving ahead in reading, but continue practicing the writing used in earlier lessons. This is also an excellent way to review a lesson.

The satisfaction that learners can get from writing is brought out in the following stories:

Melvin Carlton was a nonreader. After he learned all the names and sounds of the letters, his tutor suggested that he write as the tutor dictated. "Write a capital *m* and then a small *e, l, v, i,* and *n*. Now do you know what you've written?" "Just what you told me," was Mr. Carlton's response. Together they sounded it out. "Mel-vin. Mel-vin," he said. "Melvin, Melvin—that's my name!" He was very excited and started laughing. The tutor was just as excited and started laughing, too. Then Melvin choked up. It suddenly dawned on him that he had written his name for the first time in 46 years.

Another tutor, having heard the story above, and having a learner whose name was phonically regular (Buster), followed the example. This learner, too, was delighted to write his name in manuscript and was thrilled when he sounded it out. But then came a letdown for the tutor. The learner said, "Oh, I can *write* my name." The tutor could hardly believe this, for she had worked with him for several months and knew he was a complete nonreader. But he did *write* his name in cursive. And here is the story he told:

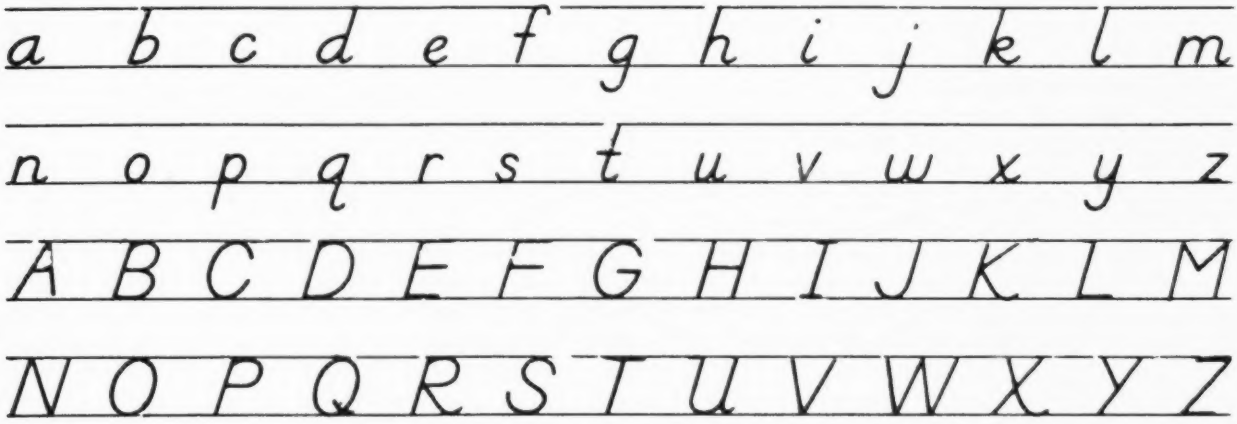
*"When I first came up from the south, I worked in a factory in New Jersey. After the first week of work I went to get my paycheck, but because I couldn't sign my name, I signed with an X. They wouldn't give me the check. Well, a man I worked with saw my trouble and offered to teach me right there. He wrote my name and I copied it. I practiced and practiced, copying the lines he made, and that's why I always remember how to write my name."*

Yes, he could follow certain lines, "draw his name," but he had no idea that these lines represented the letters that spelled his name.

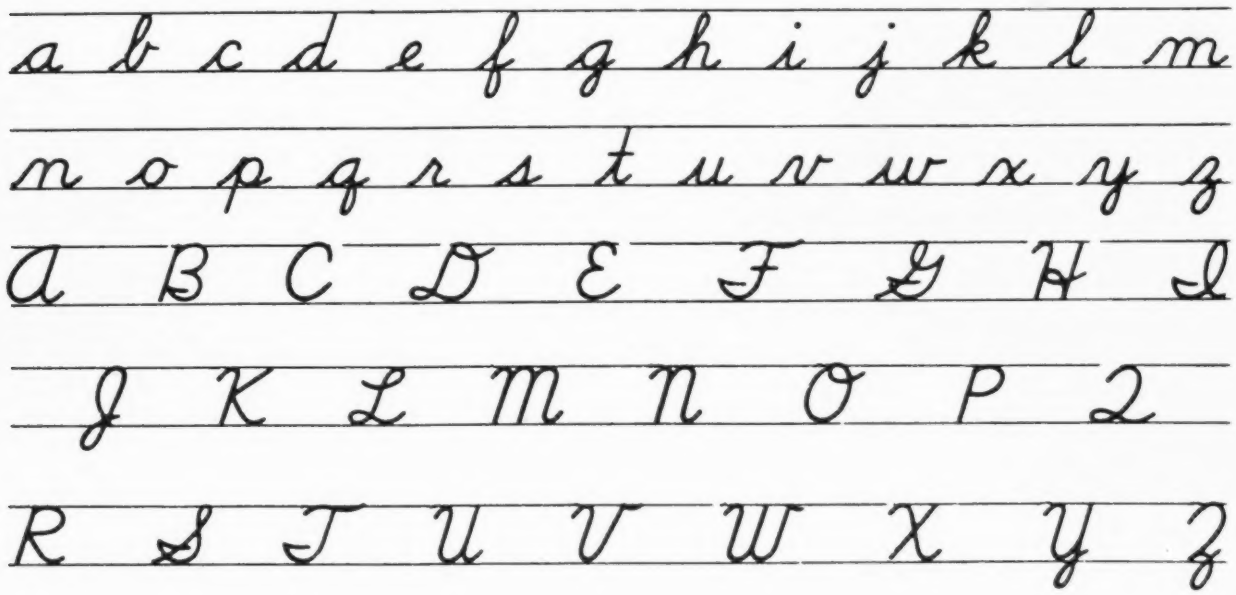
Sam Davis had learned to write his name in manuscript as he learned the letters. It was a milestone for him and he "signed" most of his papers. One day he came with a specific request. Would the tutor teach him to write his name "the way others write their names?" The tutor had not felt he was ready for cursive writing, but when is "ready?" It is when a learner really wants to do it. So they stopped right then, and she showed him how to connect the letters.

As he worked laboriously on his name, he explained that when he signed his name "the other way" (in manuscript), the signature was sometimes questioned and often needed to be verified. It was embarrassing. But even more important, next week was the PTA meeting, and he wanted more than anything else to be able to "sign in" as the other parents did.

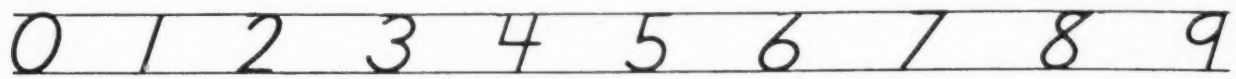
## D'Nealian™ Manuscript Alphabet




## D'Nealian™ Cursive Alphabet




## D'Nealian™ Numbers

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## Sample Lesson Plans

If your student has not been tested, we suggest that you consider giving him the READ test at your second lesson. This will help you determine future lesson plans, for you must know what he already knows and where his weak spots are. Also, knowing his reading and comprehension levels will help you pick out reading materials of interest to him at his approximate level. If he's a very beginning learner (Levels A-B), you'll find out in the first few minutes and the testing can stop nearly immediately. If he is an advanced learner (Level J), you will be able to quickly adjust your lesson plans to fit his needs and abilities.

If your student has been pre-tested, that is, tested by someone other than you before your first lesson, you'll know the reading and comprehension levels as well as have a profile of your student's strengths and needs.

We suggest the following Lesson Plan for a first lesson, whether your student is a beginner (Levels A-C on READ test), an intermediate (Levels D-G on READ test), or a more advanced learner (Levels H-J on READ test).

If your student has not been given a pre-test, you will not know his reading level. You might want to give a portion of the READ diagnostic test at the first lesson to identify his strengths or needs. Or you might wait until the second or third lesson and test once confidence has been built up. Talking with your student will allow you to plan some work prior to testing.

The following lesson plans should be adapted to individual goals and capabilities. Two additional sample lesson plans for a beginning learner and two sample lesson plans for a more advanced learner follow.

# Tutor Hints

## Be Positive

Try to build confidence in your student as well as to teach reading and writing. Full confidence cannot be built if you keep pulling the rug out from under him by constantly saying, "No, that isn't right." Instead, provide whatever information is needed to insure a correct response. As your student what word would make sense that begins with the sound of the first letters, or simply pronounce the word. If there's trouble in reading a word, point to the word, and ask:

1. "What sound does the first letter represent?"
2. "What word begins with that sound and would make sense in this sentence?"

If the word still cannot be read, say the word.

Always check to see if your student knows the meaning of the word being learned. Ask that the word be used in a sentence. Unless the learner understands what is being read, he is not reading. Without comprehension, your student is just word-calling and will make very limited progress in reading and writing.

## Be Honest

Don't ask trick questions about the material. Use the "who, what, when, where, why" and "how" questions as appropriate to the topic. Remember you are teaching reading and writing skills in the context of your student's goals and purposes so they will be working with material which has some familiar information and ideas in it.

It is most important that you do not indicate that a response is correct if it is not. Give praise when praise is merited and provide information when a learner needs help.

## Be Patient

Patience is a vital characteristic of a good tutor. Remember, this may be the first time your student has had to concentrate in this fashion for a long time. Fatigue may come quickly at first from the effort of thinking and trying to follow your instructions because the learner wants so much to learn. Understanding this will help you be a more patient tutor. If even limited progress is made, you are succeeding. Though only a small measure of success may be noticeable, it may provide the first positive feeling about reading that the learner has ever had. And that's a beginning.

## Some Problems

In any situation where there is interaction between two individuals, there are bound to be some problems or misunderstandings, and tutor/learner situations are not exceptions. However, the problems which arise can be solved. Be prepared to face some of the problems and do not be overly critical in judging yourself. On the other hand, do not give up too easily. The suggestions which follow are some practical solutions.

1. **Learner does not show up for the first meeting.** You should persist. Contact him again. Just the *idea* of a meeting may have been a frightening experience for him. Be sure the time and place are clear. Describe or identify yourself ("I'll be wearing a red coat" or "I'll be carrying a briefcase") so that your new student will recognize you.
2. **Learner does not show up regularly.** Be patient up to a point. Realize that some adult nonreaders have not been accustomed to schedules. Having to show up on time may be a new and difficult experience. After four or five absences without calls, the tutor should meet with her group leader or advisor for advice and help.
3. **Learner's progress is slower than you anticipated.** Do not be discouraged. You must not measure a new learner's progress by your own standards. Patience and praise for small successes do much to encourage

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# LESSON PLAN # 1

Learner's Name _____

Tutor's Name _____

Date of Lesson _____ Time _____

LESSON OBJECTIVE: To meet, get acquainted, determine time and place for future tutoring, and discuss short-term and long-term goals.

## SUGGESTED ACTIVITIES

### Meet and exchange telephone numbers and addresses

Decide on a time and place to meet. It is helpful to bring a calendar for your student, jotting down the time and date of the next meeting. Decide what you prefer to call each other—nicknames, Mr./Mrs./Miss/Ms. or first names.

### Explain tutoring process

Explain what types of exercises might be included in a lesson, e.g., "I want to use materials that you are interested in as part of your lessons. We'll do a variety of exercises, such as learn words you need to know, read together or to each other and do some writing."

Encourage your student to bring any reading material he finds difficult and would like to be able to read (school notices, doctor bills, newspapers, etc.) to your sessions.

Ask your student to get a 3-hole punched notebook and 3-ring binder, or a folder, to keep class materials in.

### Goal setting discussion

Ask your student general questions from the Reading Inventory (page 16 in TUTOR) and questions such as "What do you want to be able to read?"

Write down a long-term goal and some short-term goals that you both agree upon. Give a copy of goals to your student and keep one for your file.

Use Language Experience Approach (LEA) to develop a few sentences centered on your student's goals. Introduce two sight words from LEA. Give your student a copy of his story and word cards for home practice.

Continue discussion, asking questions such as "Is there anything you might be concerned about as we start on lessons?" Respond with empathy and information.

### At the end of your session, say

"I'll look forward to seeing you at 6:00 at the Broad Street Library. If you can't make it, please call me. I will call you if I ever have a problem and can't make a meeting."

Note to Tutor: You now have an idea of your student's attitude, vocabulary, and goals as well as the beginning of a LEA story which you can copy over and use for Lesson 2.

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# LESSON PLAN #2 — Beginning

**Student's Name** _____

**Tutor's Name** _____

Date of Lesson _____ Time _____

**LESSON OBJECTIVE :** Complete a Language Experience Approach (LEA) story, learn two new sight words, learn sound of one consonant, and two survival words. Hear the sound and rhythm of written language.

**REVIEW HOMEWORK**

| | This Session | Next Session |
|---|---|---|
| **LANGUAGE APPROACH** (Attach to this sheet, including word cards.) | ____ | ____ |
| **SIGHT WORDS** Review two previous sight words, introduce two new sight words from LEA story, and two survival words related to the student's life. | ____ | ____ |
| **PHONICS** (Consonants) (Lower Level Students) Introduce a consonant, ( as needed) | ____ | ____ |
| **WORD PATTERNS** Fill in from Language Experience Approach story. | ____ | ____ |
| **WRITING/SPELLING** Have student write name in cursive. | ____ | ____ |
| **READING FOR FUN** (Name of Book Article) Page ___ Use a magazine article related to your student's interests. | ____ | ____ |
| **STUDENT'S SUGGESTIONS** _____ | ____ | ____ |
| **GAMES, PUZZLES** Sort word cards. | ____ | ____ |
| **HOMEWORK ASSIGNMENT** (New assignment) Practice reading one line from LEA story. On the page of a newspaper, circle the consonant learned in lesson and say sound. Ask student to bring something he needs to read to next lesson. | ____ | ____ |
| **COMMENTS** (Tutor's Comments Immediately Following Lesson) Note: List sight words /pattern on next lesson plan sheet. | ____ | ____ |

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# LESSON PLAN #3 — Beginning

**Student's Name** _____

**Tutor's Name** _____

**Date of Lesson** _____ **Time** _____

**LESSON OBJECTIVE :** Use last LEA story to learn word pattern; read sight word cards; introduce two new sight words.

**REVIEW HOMEWORK :** Have student read LEA story and look over circled consonants in newspaper.

| | This Session | Next Session |
|---|---|---|
| **LANGUAGE APPROACH** (Attach to this sheet, including word cards.) | ____ | ____ |
| **SIGHT WORDS** Two new sight words, address, telephone | ____ | ____ |
| **PHONICS** (Consonants) (Lower Level Students) Introduce two new consonants (as needed) | ____ | ____ |
| **WORD PATTERNS** Select from last week's LEA story | ____ | ____ |
| **WRITING/SPELLING** Copy name, address, and names of family members | ____ | ____ |
| **READING FOR FUN** (Name of Book Article) Page ___ A newspaper article about an adult literacy student who learned to read, or other material the student brings in. | ____ | ____ |
| **STUDENT'S SUGGESTIONS** Get student response to lesson and suggestions for next lesson. | ____ | ____ |
| **GAMES, PUZZLES** Use the words that the student has learned to play Word Bingo (page 51 in TUTOR) | ____ | ____ |
| **HOMEWORK ASSIGNMENT** (New assignment) Review sight word cards; circle new consonant in LEA story or newspaper; practice writing name and address. Make word cards for pattern learned in lesson. | ____ | ____ |
| **COMMENTS** (Tutor's Comments Immediately Following Lesson) Bring picture to trigger LEA story for next session, or plan a trip to the library. | | |
| Note: Review material student brought to use as source of sight words/pattern for next lesson. | ____ | ____ |

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# LESSON PLAN #2 — Intermediate/Advanced

**Student's Name** _____

**Tutor's Name** _____

**Date of Lesson** _____ **Time** _____

**LESSON OBJECTIVE:** Complete a Language Experience Approach (LEA) story; learn 5-7 new sight words; learn the sounds of 2-3 consonants (as needed); check to see what survival words the student knows; introduce survival words, as needed.

| | This Session | Next Session |
|---|---|---|
| **REVIEW HOMEWORK** Review previous sight words. | | |
| **LANGUAGE APPROACH** (Attach to this sheet, including word cards.) | ____ | ____ |
| **SIGHT WORDS** Introduce 5-7 new sight words; survival words (if needed) | ____ | ____ |
| **PHONICS** (Consonants) (Lower Level Students) Introduce 2-3 consonants (as needed) | ____ | ____ |
| **WORD PATTERNS** Select from Language Experience Approach story. | ____ | ____ |
| **WRITING/SPELLING** Encourage student to write own LEA story, or to rewrite what you have written. | ____ | ____ |
| **READING FOR FUN** (Name of Book/Article) Page ___ Use a magazine article related to your student's interests. | ____ | ____ |
| **STUDENTS SUGGESTIONS** Ask student for suggestions for next lession. | ____ | ____ |
| **GAMES, PUZZLES** Play Word Bingo (see page 51 TUTOR) | ____ | ____ |
| **HOMEWORK ASSIGNMENT** (New assignment) Review sight words; read short magazine article, and bring to next lesson. | | |
| Make word cards for word pattern learned. | ____ | ____ |
| **COMMENTS** (Tutor's Comments Immediately Following Lesson) Note: Write sight words/ patterns to be taught at next lesson on lesson plan form. | ____ | ____ |

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# LESSON PLAN #3 — Intermediate/Advanced

Student's Name _____

Tutor's Name _____

Date of Lesson _____ Time _____

**LESSON OBJECTIVE :** Use last LEA story to learn word pattern; learn 5-7 sight words; learn the sounds of 2-3 consonants.

| | This Session | Next Session |
|---|---|---|
| **REVIEW HOMEWORK:** Review sight words; discuss magazine article that student read. | | |
| **LANGUAGE APPROACH** (Attach to this sheet, including word cards.) | ____ | ____ |
| **SIGHT WORDS** 5-7 new sight words | | |
| | ____ | ____ |
| **PHONICS** (Consonants) (Lower Level Students) Introduce 2-3 consonants (if needed) | | |
| | ____ | ____ |
| **WORD PATTERNS** select from previous LEA story | | |
| | ____ | ____ |
| **WRITING/SPELLING** Encourage student to write the next LEA story based on magazine article he has read for homework | ____ | ____ |
| **READING FOR FUN** (Name of Book Article) Page ___ Have student find and read (with you) newspaper articles with similar theme | | |
| | ____ | ____ |
| **STUDENTS SUGGESTIONS** Ask student for comments on this lesson and suggestions for the next | | |
| | ____ | ____ |
| **GAMES, PUZZLES** _____ | | |
| | ____ | ____ |
| **HOMEWORK ASSIGNMENT** (New assignment) Review new sight words; read magazine article related to interests | | |
| | ____ | ____ |
| **COMMENTS** (Tutor's Comments Immediately Following Lesson) Plan trip to library; discuss next lesson | | |
| | ____ | ____ |

a slow learner to try harder. However, if after a few more weeks, you still feel that only minimal progress is being made, consult your leader for advice—possibly even terminating the tutor/learner relationship. There may be problems beyond your abilities and training.

4. **Learner lacks motivation.** Realize that adults who have gone this far and are still nonreaders are often geared to failure. It takes a long time to undo attitudes of defeat. Setting short-term realistic goals shows both you and your student that progress is being made. Progress, even though limited, does much to motivate a learner.
5. **Learner brings personal problems to the lesson, leaving little time for study.** Listen as a friend for a few minutes, and then direct the learner's attention to the real reason for the meeting—to study together. Or your might work on list making, short-term goal-defining related to the problem. Help the learner dictate or write something that will relate to the problem. Writing helps clarify a problem and provides something to consider and use as the basis of a plan. But be careful that it is the learner's plan, the learner's solution.

## Learner-Tutor Agreement

"How long should I work with my new learner?" "I think that my learner has learned all I can teach him but how shall I tell him?" "How can I get my student to do homework?" are questions that could quite likely arise after several tutoring sessions.

One way to address these issues and to avoid problems is to propose an agreement with your student which would be in effect for a period of time and be subject to renewal if the circumstances so warranted.

There are often problems of tutor discouragement and learner disinterest. These feelings can lead to a seeming impasse and are bad for morale. Here's a suggestion for a procedure that could go a long way toward alleviating this morale problem.

We propose that an agreement be made between a new learner and tutor—an agreement that will be in effect for a limited period of time and that will be subject to renewal if the circumstances warrant it.

After the first few meetings with your student, when you're at ease with one another, explain that volunteer tutors teach on an agreement basis—that a tutor promises certain things and a student makes certain promises in return. Explain that this agreement is in effect for a specific number of weeks.

Some suggested stipulations of the agreement could be:

1. You, as a tutor, promise to be at the teaching location at a certain time on two specific days during the week. Your student promises to be there, also. You agree to notify each other if either of you is ill and unable to make a meeting.
2. You, as a tutor, promise to prepare the lessons carefully and your student promises to do homework between lessons.
3. You, as a tutor, agree to bring any teaching materials needed to the lesson and your student agrees to come with any materials he needs for the lesson.

You might say, "If I agree to these things, that's a promise and I'll sign my name here. If you agree, you write your name here. We'll meet together for ten weeks and during those weeks I'm going to teach you all I can. At the end of that time, maybe we'll write a new agreement."

Be sensitive to the fact that some people are hesitant about signing anything. You might prefer to keep this as a verbal agreement.

Perhaps you will discover that your student has serious problems and learning to read will be well nigh an impossibility. When the contract period has passed, a new contract might be drawn up. You might say to your student: "During the next four weeks, I think you can learn forty very important words. (Concentrate on survival words.) When you learn these new words, you will be much better off than you were before, and then we'll decide if we should continue lessons." Write up the agreement. In this way you can begin to prepare for termination.

Suppose your student has been delinquent in attending lessons. You both review the agreement at the end of the designated period and you can say very frankly, "Well, there were a good many times you missed your lesson. I think you've got so many other things you're concerned about that learning to read isn't the highest thing on your list right now. Perhaps later on you'll be ready for lessons, but let's not sign another agreement at this time."

When you, as a tutor, are certain that your student has truly tried, but is just not learning, be honest about it. You might say, "You know, reading is really tough and all of us are not made the same. There's lots about reading that we just don't know. You've got some real problems and I can't figure them out. We'll go to the adult basic education office to see if we can find you some more help."

This makes it possible for both learner and tutor to break off their relationship with some measure of dignity.

The agreement system might well provide an "out" for the learner who isn't learning but who hesitates to make the break. If the contract expires within a specific time, there is no danger of either the learner or the tutor being trapped in a fruitless situation.

On the other hand, if the learner has made progress, you can say at the end of the agreement period, "Look at all you've learned. Now that you know *how* to learn, you can learn even more. So, here's our agreement for the next ten weeks." You can then include some more goals in the agreement.

A suggested Learner/Tutor Agreement form is given. Give a copy to your student and keep one for yourself.

## Incentive Plans

If you find certain reading material isn't of interest to your student, find other material. However, there may be times when your student needs to read specific material.

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# Learner/Tutor Agreement

**For a period of** _____ **weeks, from** _____ **to** _____

**Tutor agrees to:**

1. _____

_____

2. _____

_____

_____

_____

_____

_____

_____

**Student agrees to:**

1. _____

_____

2. _____

_____

_____

_____

_____

**Dated** _____ **Tutor** _____

**Student** _____

(Note: This page can be duplicated for easy use.)

You may need, in some instances, to supply a more tangible reward than the material itself in order to keep your student's efforts high.

## Credit System

In industry, bonuses are sometimes given for superior work. Some businesses offer coupons as motivation to buy their products. Advertising men are specialists in appealing to people to get them to buy things. Some learners enjoy working for a prize or seeing progress on a chart. To others, this is childish and has little meaning. They get satisfaction out of the progress they see in their own reading. Only you, knowing your student, can decide if incentive plans are motivating.

Together, you and your student can decide if *he'd* like a credit system and what the criterion is to be. Have several items available and let your student choose the one he would like to have, such as a pen, a book, or tickets to a local theater. Arrange a credit system whereby your student could earn points toward the gift as he completes various goals. He could earn points for each sight word mastered, or for completing a chapter of a book. Between the two of you decide on the other credits, keeping a record as the learner earns the credits. To make a credit system work, you must find something your student values.

## Competition

One tutor shared this experience.

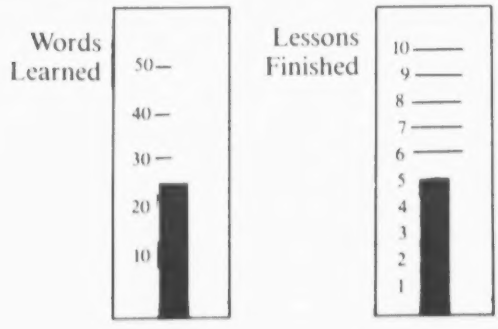
*Things were not going well, and I was often frustrated. My student, a teenager, seemed not to respond to my efforts to motivate him. His mind wandered. He wouldn't concentrate. In desperation I offered Jim a penny for each word that he remembered, but I also suggested that he give me a penny for each word he forgot.*

*Jim laughed. "What's a penny? I have enough money." But the idea caught on. Jim liked the pennies he earned and his concentration improved as he tried not to return pennies to me.*

## Progress Charts

Charts, showing visually how far a learner has come, are often enlightening and encouraging. Allowing a student to fill in the chart makes progress more apparent.

You can make a variety of charts. A bar progress chart, such as a thermometer, is easily understood. Any unit of progress you want could be used: 1, 2, 3, if you are charting lessons done, or 10, 20, 30, if you are charting new words learned.




If progress gets very slow because the level of difficulty is increased, you may want to adjust your chart to allow your student more frequent evidence of progress. Goals should be attainable in 6 to 8 weeks.

You can adapt pictorial charts to any interest of your student. A teenager interested in race cars could go through a race track, earning little jumps for success in phonics or sight words, or a big jump by reading a story.

# Rewriting And Simplifying Materials

Often a learner is interested in subjects about which you can find no material that is simple enough. If you can rewrite and simplify materials to meet these interests, you have an excellent source of reading material for your student. This can be done using the following procedures.

1. Find an article of interest to your student. We've selected a newspaper article about a 92-year-old steelworker that might be of interest to a working man. Its reading level is about 10th grade so it would have to be rewritten.

2. Jot down an outline of the major ideas in rough form.

   *92 years old — working*
   *Likes work — why retire?*
   *Works at Bethlehem Steel — signed on at 62*
   *No mandatory retirement age*
   *Gets up at 4:30 a.m. — wife drives him to work*
   *Stacks 20 lb bars for further processing*
   *He and partners set record — piled 8200 steel bars in one day.*
   *Earns $10,000 a year*
   *Eats bananas and milk for breakfast*
   *Native of Mexico — came to USA in 1919*
   *Secret of longevity and endurance — onion a day*

3. Express these ideas in simple sentences. The rewriting of complex sentences will be one of the most effective ways of simplifying materials.

   *Ricardo Basques is a 92-year-old man who still works at Bethlehem Steel.*
   *He didn't start to work there until he was 62.*
   *The Union contract doesn't say at what age workers have to quit.*
   *Now he says, "Why should I retire? I love to work."*

4. Replace complex words with simple words or delete the complex or difficult words whenever possible.

   *Since the United States Steel Workers' contract sets no mandatory retirement age, Mr. Basques just keeps on working.*

   becomes:

   *The union contract doesn't say at what age workers have to quit, so he says, "Why should I retire?"*

5. Check the learner's own word list and other easy word lists, substituting known words for unknown words whenever possible.

   *mandatory - delete or use "have to"*
   *set - say*

6. You may leave five to ten new words in the rewritten article. It is helpful to list the new words at the top of the story, teaching them to the learner before reading the rewritten article, or you may want to underline them in the story.

   *contract bananas breakfast pound partners record relaxes*

   *Ricardo Basques is a 92-year-old man who still works at Bethlehem Steel. He didn't start to work there until he was 62. The union contract doesnt say at what age workers have to quit. So he says, "Why should I quit? I love to work." He gets up at 4:30 in the morning and his wife drives him to work. He eats bananas and milk for breakfast, he also eats an onion every day.*

   *Mr. Basques piles 20 pound bars of steel. He and his partners set a record by piling 8200 steel bars in one day. After work Mr. Basques relaxes. He says, "I live so long because I eat an onion a day."*

These simplified stories will give you a supply of materials for instruction and review and can be made into a booklet for your student's use. They can be adapted from popular magazine articles (Reader's Digest, Sports Illustrated, airline magazines and the like) or can come from the daily papers, technical manuals or textbooks. For example, the first paragraph below is too difficult for a beginning reader yet this reader may be interested in the ideas it contains. By rewriting the paragraph you can provide reading material at the correct level of reading for your student.

*What will become of this country when the young generation comes of age and takes over? People who expect a cataclysmic rejection of traditions, mores and institutions are in for a shock. Judging by the Louis Harris and Associates Poll, the young wouldn't overturn society even if they could. Most of them are much too satisfied with it as it is. (Reader's Digest, June 1973, p. 85., condensed from LIFE.)*

Rewritten and simplified, the excerpt might look like the following example:

*What will the kids of today do when they grow up? Do you expect big changes in the way things are done? If so, you may be surprised. Young people were asked what they would change. There wasn't much they did not like.*

When budgets are low and materials expensive or when the right material is hard to find, rewriting may supply a good amount of timely and interesting reading material.

## Summary

The techniques in this manual can be applied to *all* material. Any material can be useful. It depends on how you use it.

Creativity is not the privilege of the professional. Volunteers constantly come up with new and better ways of teaching. To teach literacy successfully you must provide skilled instruction using materials which are meaningful to your student. And you must do it in a relaxed and accepting environment.

# CHAPTER 10

## From Here On...

As you have journeyed through this book, you have gained many skills. These skills should enable you to be successful with your very first student. However, it is only as you use your skills again and again that you will become really proficient as a tutor. As you work, you will invent and adapt for use many techniques. You may also want to branch out and use other resources. Publishers are continually producing materials for the new adult reader.

We encourage you to take advantage of the continued training, supervision, information, student recruitment and screening, and many other services that are available to increase the effectiveness of your tutoring through the hundreds of Literacy Volunteers of America affiliates or through the Adult Basic Education, library or college programs around the country.

But whatever your goal, be it to teach one student or many, you should find deep satisfaction in the experience of bringing increased joy and information into the life of someone who has carried a very heavy burden—that of being a nonreader in a society constantly bombarded with information. GOOD LUCK!

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# APPENDIX

## Tutor Competency Evaluation

Before you begin to instruct a student, you should be able to evaluate yourself in regard to your attitudes, as well as the information and the skills you will need to provide successful instruction in teaching basic reading and writing.

The following is a self-check to help you assure yourself that you either know information or instruction skills directly or that you know where to locate that information in this book.

### Attitudes

1. Do I really *understand* the problem of the teenager or adult with reading and writing problems and am I free of critical attitudes toward those who cannot read? My answer requires absolute honesty in examining my own attitudes toward those who have reading limitations.

2. Am I willing to *be patient* with small gains and with the necessity for a long period of instruction before the goal of functional literacy is attained?

3. Can I be enthusiastic enough in my instruction to *provide genuine encouragement* so that my student can experience a feeling of achievement with the many small successes which must be attained before any long-term success can be achieved?

### Diagnostic Skills

1. When will I test a student? (See Page 13)

2. How will I find out if a prospective student: Knows any sight words? Knows the names and sounds of the letters of the alphabet? Knows the sounds of letter groupings? Understands word patterns? Has reversal problems? (see Page 13)

3. How will I find out what level of reading instruction is appropriate for my student? (see Chapter 4)

4. What other diagnostic tools can I use to find out my student's interests? (see Chapter 4)

### Teaching Skills

1. What steps will I go through to teach the word *what* as a sight word? (See Page 25)

2. What steps will I go through to teach the name and the sound of the letter *s*? (See Page 30)

3. How do I teach the names of the vowels?
a-e-i-o-u
(See Page 34)

4. How would I teach double letter sounds?
sh
ch
th
(See Page 33)

7. How would I teach the following words?
the were (See Page 25)
application (See Page 26)

8. How would I teach the following word patterns?
sing fight (See page 37)

9. If a student reads or says the word *bet* for *bit*, what should I do? (See Page 38)

10. Have I practiced the steps for getting an experience story with another person? Can I help my student write his own experience story? (See Page 19)

11. What four parts of the teaching sequence will I use in instruction? (See page 19)

12. Do I understand how to teach comprehension from the very first lesson? (See page 31)

### Lesson Planning Skills

Below are the descriptions of several students typical of those who receive instruction in basic reading. Read each case carefully noting the information given. Then jot down what you think you would do if such a student were assigned to you, answering the following questions.

1. What supplies and books would you have with you? (See page 60)

2. How would you find your student's strengths and weaknesses?

3. What techniques would you use to teach?

4. From what you know of this individual, suggest three words beyond the basic sight word list that might be useful.

5. Identify by name a suitable textbook for this student to read.

6. Can you think of other ways to help this student?

In these case histories, the results of testing (using the *READ* Test and other means) are given to you. In reality, such testing would probably be your own responsibility. Testing should be done as soon as possible.

## Case Histories

**Student 1: David Scott**

David Scott is 35 years old, married with one child. He works at a foundry, and says he had four years of schooling in Georgia. He is eager but shy and gentle, polite and cooperative.

The *READ* Test showed that he could not read one word and that he did not know the names or sounds of any letters. His listening comprehension is at grade level 3.1 to 3.5. What steps would you take to plan the instructional strategy?

**Student 2: Patricia Ames**

Patricia Ames is 24 years old, single. She is unemployed and is in Grade 1 class in Adult Basic Education (ABE). She will continue in ABE, but needs additional tutorial help, as she has had no previous schooling. She wants to get a job, get a driver's license, and read her school work. She is most cooperative, eager, and intelligent, but lacks confidence.

The *READ* Test showed that she could read only short words such as *a, in, see* and *to*.

She knew all of the consonant names but did not know the sound of *K, X* or *Y*'s. She knew the names of the vowels *a* and *i* but not *e, o,* or *u*.

In word recognition, her instructional grade level was at 1.5. Her comprehension level was at level 5.

If Patricia Ames were assigned to you, what steps would you take to plan the instructional strategy?

**Student 3: Vincent Marsh**

Vincent Marsh is 29 years old, married with three children. He works at a local industrial plant that manufactures typewriters. He went to school for eight years in a small town in New York State. He was offered a better job but could not accept it because his reading was at such a low level. He particularly wants to read the newspaper.

He is very enthusiastic and intelligent, is self-confident and cooperative. He desperately wants to learn and needs help.

The *READ* Test showed the following for Vincent Marsh:

He could read all the most common sight words such as *the* and *see* but has trouble with words such as *would* and *walk*.

He knew the names of all the letters, could write the individual letters, recognize and hear initial sounds, but he has trouble with ending consonant sounds and with vowel sounds. He understood the pattern concept.

In word recognition, his instructional grade level was 1.6-2.0, while his comprehension was grade level 3.6-4.0.

If Vincent Marsh were assigned to you, what steps would you take to plan the instructional strategy?

**Student 4: Tom Lincoln**

Tom Lincoln is a teenager in a local junior high school. He is 15 years old in the eighth grade. He has had eight years in a suburban school and works part-time as a mechanic for his brother.

This young man is shy, slow, and lacks confidence. However, he is polite and cooperative, but it is obvious he fears another failure.

Suppose the *READ* Test showed the following results:

He could read common sight words such as *get* and *stop*, but had trouble with words like *about* and *leave*.

He knew the names of letters, could write letters, could recognize and hear initial consonants and ending patterns.

He could hear and read long vowels and *r* related words but had a little trouble reading blends.

In word recognition, his instructional grade level was 2.5 while his comprehension level was 5.1-5.5.

Can you imagine the frustrations of this young man who reads between second and third grade level while sitting in an eighth grade class? Note that his comprehension is beyond fifth grade—much higher than his reading level.

If Tom Lincoln were assigned to you, what steps would you take to plan the instructional strategy?

**Student 5: Ellen Nichols**

Ellen Nichols is 33 years old, single. She completed the fifth grade in school. She is unemployed because she takes care of her invalid mother at home and is on welfare. She hopes someday to get a job. She is intelligent, warm, well motivated, with much potential.

The *READ* Test showed the following results:

She had no problems with common sight words but had trouble with words such as *distance* and *guilty*.

She knew the names and sounds of all consonants. She had a little difficulty with short vowel patterns and ending consonants.

Her word recognition level was 3.1-3.5 while her comprehension level was 4.6-5.0.

This women is not a total nonreader. She can read quite a bit and has many of the basic skills. Yet because of her commitment to caring for an invalid mother, she cannot go to adult education classes to better herself. She has a great desire to improve herself and seems to have much potential. She expressed interest in writing letters but is concerned about her poor spelling. Her mother will not be here forever, and one day Ellen Nichols will want to get a job to take care of herself. You can help her prepare for that future.

If Ellen Nichols were assigned to you, what steps would you take to plan the instructional strategy?

## Suggested Plans for Instruction

**Student 1. David Scott**

1. You have available several techniques. Apply all of them to whatever materials you are using. You may find that some techniques work well with this student and some do not. Modify your instructions accordingly. Use:
   (a) Experience story with word cards.
   (b) Phonics with a letter page or 3 by 5 cards for each letter.
   (c) Sight Words from the experience story. Also identify words from lists in the Appendix and teach them in context. (As described in Chapter 5.)
   (d) Word Patterns as soon as possible.
2. The following additional sight words might be helpful:
   (a) Words related to foundry work: *sand, mold, coremaker.*
   (b) Safety words: *Caution, danger, poison*
3. Have him start working in *READ ON! II* text and workbook, reinforcing sight words, phonics, and patterned words.
4. Writing might be difficult but try to get him writing *something* as soon as possible. Practicing on a magic slate might be helpful.
5. Read something enjoyable to him at every lesson.

**Student 2: Patricia Ames**

1. Several techniques are applicable. Modify your instructions if one technique seems more successful than others.
   (a) Experience Story with word cards. Have her write her story.
   (b) Phonics with letter page or a 3 by 5 card for each letter.
   (c) Names of vowels.
   (d) Sight Words: From the experience story. Also identify words from Survival list in the Appendix, and from stories she wants to read, and teach them in context. (As described in Chapter 5.)
   (e) Word Patterns: Start with ones which occur in words she needs . . . for this student her own name of *Pat* would be a good place to begin.
2. Additional sight words that might be helpful because of her interest in a driver's license, words such as *automobile, signs, name, address.*
3. To supplement her ABE classwork, ask her to bring in words that she cannot read from her ABE books.
4. Have student start reading a basic adult book, reinforcing sight words, phonics, patterned words, and comprehension of text material.
5. Use practical materials such as:
   (a) A driver's license application blank. Help this student fill it out.
   (b) Want ads, driver's manual, and other materials as additional word sources.
   (c) Make contact with the ABE teacher to coordinate your joint effort.

**Student 3: Vincent Marsh**

1. Because of this student's higher comprehension, you will want available books of high interest that might be too difficult for his own reading but which you could read to him.
2. Apply more than one technique to whatever materials you are using. Use:
   (a) Experience Story with word cards.
   (b) Phonics: Review *all* consonant sounds. From testing results, not which ending clusters and blends are giving the student trouble, and work particularly on these. Teach vowel names and word patterns with short vowels and work on word patterns with blends. Spend only 5 to 10 minutes a session on phonics.
   (c) Sight Words: from the experience story. Also identify words from lists in the Appendix and teach them in context. (As described in Chapter 5.)
   (d) Word Patterns: as soon as possible.
   (e) Have the student keep a journal.
3. Additional sight words that might be helpful.
   (a) Material from his work that he wants to read such as *typewriter, metal, plastic.*
   (b) Signs around the plant where he works such as *Danger, Caution, Exit, No Admittance.*
4. Basic reading books, Grade 1 for reinforcing sight words, phonics, and patterned words.
5. Use the newspaper as an instructional tool. Suggest the student bring in additional words or materials from his work (instructional manuals, for instance.) Read high interest books or stories to him during the last five minutes of the lesson to encourage reading for pleasure.

**Student 4: Tom Lincoln**

1. Because of the student's high comprehension, you will want books available of high interest to him that might be too difficult for his own reading but which you could read to him, remembering that the goal is for the student to read the book himself.
2. Again, several techniques are appropriate. Use:
   (a) Experience Story with word cards only for the more difficult words. This should be a helpful technique to bring out this shy student. Because he reads between the second and third grade level, he will probably know most of the common words he dictates, but make word cards for the words he cannot read and stress these. Have Tom write his own stories. He might be very interested in keeping a journal.
   (b) Phonics: review only.
   (c) Sight Words: from the experience story. Also identify words from lists in the Appendix and teach them in context. (As described in Chapter 5.)
   (d) Word Patterns: Because testing showed he is successful using word patterns, use this technique immediately, especially using words with short vowels.

3. Additional sight words that might be helpful (work on syllabification):

(a) Words related to mechanics: *mechanic, carburetor, exhaust.*

(b) Ask him to bring his school books (if he wants to.) Read these together, identifying unknown words such as *government, constitution, democracy,* which might be in his social studies book.

4. Additional suggestions:

(a) Read to him from his social studies book (or any other school book he wants) to help him keep up in school. Caution: Concentrate on teaching reading, not tutoring the subject.

(b) Read books to him (perhaps the last five minutes) or stories of high interest to stimulate interest in reading for pleasure.

(c) Later, stress importance of school, possibly trade school.

(d) Go to the library together. Let *him* select reading material.

(e) If he likes sports, use sports magazines for reading.

**Student 5: Ellen Nichols**

1. Because of this student's high comprehension, you will want books available of real interest to her, which might be too difficult for the student to read, but which you can read to her until she can read them herself.

2. Use the following techniques, modifying them when necessary to meet your student's needs:

(a) Experience Story with word cards only for the more difficult words. You might try having the student *write* her own stories making word cards for the words she cannot spell.

(b) Phonics: She does not need much help here. However, review would be helpful especially on ending consonants.

(c) Sight Words, from the experience story. Also, identify words from lists in the Appendix and teach them in context. (As described in Chapter 5.)

(d) Word Patterns: use this technique immediately. It should prove helpful.

3. Additional sight words might be helpful:

(a) Because she takes care of an invalid mother, make a list of words that would be useful here, such as *prescription, wheel chair, medicine.*

(b) Because she has the responsibility of the household, she may want words to help her in shopping, such as *special values, credit, consumer.*

4. Other suggestions for student's reading instruction:

(a) Check your organization's library for Levels 2 and 3 workbooks. Be sure they are easy enough for her to read with confidence.

(b) Select a more advanced reading book that gives suggested helps for the student in each lesson.

(c) Check in your organization's library for a book on practical nursing.

(d) Because she is tied down with home obligations, she may welcome a chance to read books that are far different from her life experience.

(e) Since she's expressed an interest in writing letters, set up some situations that require a letter, e.g., sending news to a relative, ordering by mail, asking for information from any source, and have her write the letter.

(f) Because she reads with some ability and has expressed concern about spelling, use some time to work on this skill (see section on spelling) and select a book on spelling from the library.

# Three Hundred Most Frequently Used Words in Rank Order*

| | | | | | | |
|---|---|---|---|---|---|---|
| the | has | also | day | high | going | need |
| of | when | did | same | upon | look | four |
| and | who | many | another | school | asked | within |
| to | will | before | know | every | later | felt |
| a | more | must | while | don't | knew | along |
| in | no | through | last | does | point | children |
| that | if | back | might | got | next | saw |
| is | out | years | us | united | program | best |
| was | so | where | great | left | city | church |
| he | said | much | old | number | business | ever |
| for | what | your | year | course | give | least |
| it | up | way | off | war | group | power |
| with | its | well | come | until | toward | development |
| as | about | down | since | always | young | light |
| his | into | should | against | away | days | thing |
| on | than | because | go | something | let | seemed |
| be | them | each | came | fact | room | family |
| at | can | just | right | though | president | interest |
| by | only | those | used | water | side | want |
| I | other | people | take | less | social | members |
| this | new | Mr | three | public | given | mind |
| had | some | how | states | put | present | country |
| not | could | too | himself | think | several | area |
| are | time | little | few | almost | order | others |
| but | these | state | house | hand | national | done |
| from | two | good | use | enough | possible | turned |
| or | may | very | during | far | rather | although |
| have | then | make | without | took | second | open |
| an | do | world | again | head | face | God |
| they | first | still | place | yet | per | service |
| which | any | own | American | government | among | certain |
| one | my | see | around | system | form | kind |
| you | now | men | however | better | important | problem |
| were | such | work | home | set | often | began |
| her | like | long | small | told | things | different |
| all | our | get | found | nothing | looked | door |
| she | over | here | Mrs | night | early | thus |
| there | man | between | thought | end | white | help |
| would | me | both | went | why | case | sense |
| their | even | life | say | called | John | means |
| we | most | being | part | didn't | become | whole |
| him | made | under | once | eyes | large | matter |
| been | after | never | general | find | big | |

*From *Computational Analysis of Present-Day American English* by Henry Kucera and W. Nelson Francis, Brown University Press, 1967. © 1967 by Brown University.

# Adult Basic Word List

**a
**about
*after
again
airplane
**all
alone
along
*also
*always
**am
*an
**and
any
*anything
**are
*around
*as
ask
*at
away
baby
*back
bad
ball
baseball
basketball
**be
beach
beat
beautiful
**because
bed
*been
*before
being
*best
*better
Bible
*big
bike
*blue
boy
boyfriend
bring
*brothers
*bus
**but
buy
*by
call
*came
**can
*can't
*car
care
chance
child
*children
Christmas
*church
city
close
color
*come
*coming
cook
*cooks
*could
country
*daddy
dancing
**day
days
dead
did
*didn't
dinner
**do
does
doesn't
dog
*doing
**don't
*down
*dream
*dreams
drive
*each
easy
*eat
end
*enjoy
enjoyed
*every
everything
*family
fast
favor
*favorite
*feel
feeling
few
fire
*first
fishing
flowers
flying
food
football
**for
forget
*friend
*friends
*from
*fun
gave
G.E.D.
**get
getting
girl
girls
*give
**go
*God
**going
**good
goodbye
*got
grade
great
*had
happiness
*happy
*hard
*has
**have
having
**he
head
*heart
*help
*her
here
*high
*him
*his
hobbies
hobby
holiday
*holidays
*home
**hope
hopes
*house
houses
*how
hurt
*husband
**I
*I'm
*if
**in
*into
**is
**it
*it's
*job
joy
July
*just
*keep
kind
**know
ladies
*land
*last
late
later
*learn
leave
*let
*life
**like
*likes
*little
*live
*long
*look
looking
Lord
*lot
lots
**love
made
*make
mama
*man
married
math
may
**me
mean
meeting
*memories
met
*mind
miss
*money
*more
*morning
most
*mother
*mother's
mountain
move
*Mrs.
*much
**my
*myself
*name
*need
needs
*neighborhood
neighbors
never
*new
*next
*nice
*night
*no
*not
*now
**of
off
*old
**on
**one
only
open
*or
*other
*our
*out
*over
*own
parents
party
**people
*person
picnic
plan
*play
*played
*playing
pretty
put
reach
*read
reading
ready
really
red
relatives
rich
ride
right
running
safe
said
*say
**school
*see
**she
*sister
sitting
skating
sky
small
**so
soccer
**some
*someday
*someone
*something
*sometimes
song
soon
special
sports
start
stay
still
*stop
story
study
summer
Sunday
supper
swimming
*take
*talk
talking
*teacher
team
*tell
than
thanks
**that
*that's
**the
*their
*them
*then
*there
these
**they
**thing
*things
*think
thinking
*this
those
three
**time
tired
**to
*today
*together
*told
*too
top
*trip
trouble
*true
*try
*two
until
*up
us
*used
vacation
*very
wait
**want
wanted
wants
**was

watch
*watching
*water
*way
**we
*week
weekend
*well
*went
*were
*what
**when
*where
which
*while
white
*who
*why
**will
*wish
*with
women
*won't
words
*work
*working
*world
worries
worry
worst
**would
wouldn't
write
*year
*years
**you
*your

Words preceded by two asteriks (**) appeared 50 or more times. Words with one asterik (*) appeared 10 or more times. All other words were used 5-9 times.

Pages 246-247 of "First Steps Toward An Adult Basic Word List," Elaine G. Wangberg, Bruce Thompson, Justin E. Leviton, *Journal of Reading*, December 1984.

## Learner's Own Word List

# Survival Word List for Adults

a
able
about
accept
account
add
address
admit
after
age
ahead
aid
air
all
allow
also
altogether
a.m.
American
amount, am't.
an
and
any
apartment, apt.
application
are
area
arm
army
as
ask
at
automobile, auto
automatic
available
avenue, ave.
away

back
bar
be
beauty
because
been
beer
before
begin
belong
benefit
beside
besides
best
better
between
big
bill
birth
block
board
boat
body
box
bread
break
breakfast
building, bldg.
bus
business
but
butter
buy
by

call
can
car
care
case
cause
charge
check
children
church
cigarette
city
class
clean
cleaner
clothes
coat
coffee
cold
color
come
company, Co.
complete
condition
continue
corner
cost
could
cream
credit
cross, crossing
daily
danger
date
day
dealer
delivery
department, dept.
dependent
did
dime
dinner
disability
distance
district
do
doctor, Dr.
dollar
done
don't
door
down
dress
drive
driver
dry
during
duty

earn
east
easy
edge
egg
electric
emergency
employ
employment
enter
equipment, equip.
escape
establish, est.
estate
estimate
etc.
evening, eve.
ever
every
exceed
exit
experience
express
eye

fat
feet, ft.
female
finance
fine
finish
fire
first
fish
floor
following
food
foot
for
former
found
free
Friday, Fri.
from
front
full
furnish
furniture

game
gas
gasoline
get
give
glass
go
goes
good
group
guard

had
hair
half
hand
hardware
has
have
he
head
hear
heart
heat
height, hgt.
help
her
here
high
him
his
home
hospital, hosp.
hot
hour, hr.
house
how
husband

I
ice
if
in
include
income
individual
information, info.
installment
insurance
into
is
it

join
just

keep
kind
kitchen
know

large
last
law
lease
leave
left
license
life
like
limit
line
liquor
live
loan
local
long
loss
low

machine
made
mail
make
male
man
manager, mgr.
many
mark
married
material
maximum
may
me
mean
means
meat
mechanical
medical
meeting
member
men
metal
mile
military
milk
minute, min.
Miss
modern
Monday, Mon.
money
month, mo.
monthly
more
mortgage
most
motor
move
Mr.
Mrs.
much
must
my

name
narrow
national
near
need
new
next
nickel
night, nite
no
north
not
now
number, no.
nurse

occupation
of
off
office
oil
old
on
one
only
open
opposite
or
order
other
our
out
over
own
owner

page
paid, pd.
paint
paper
park
part
pass
pay
payment, pymt.
period
person
pick
picture
place
plan
please
p.m.
point
police
present

*Mitzel, M. Adele, in *Adult Education*, Winter, 1966. Reprinted by permission of The Adult Education Association of the U.S.A.

price
private
prohibit
prompt
promptly
property
provide
public

quality
quarter
quiet

radio
rate
real
reason
record
red
register
rent
repair
residential
rest
restaurant
return
right
road
roof
room

safe
safety
said
sale
sandwiches
satisfaction
Saturday, Sat.
save
saw
say
school
security
see
self
serve
service
sex
shall
she
shoe
shop
should
show
shut
side
sign
signal
signature
since
single
size
slow
small
smoke
snow
so
social
society
sold
some
son
south, so.
special
speed
stamp
stand
start
state
station
stay
steel
stock
stone
stop
store
street, st.
strike
such
suit
Sunday, Sun.
supply
system

take
tavern
tax
telephone, tel.
television, TV
term
than
that
the
their
them
there
these
they
this
those
thru
Thursday, Thurs.
ticket
time
tire
to
too
tool
trade
traffic
truck
Tuesday, Tues.
turn
two
type

under
unite
United States, U.S.
up
upon
use

vegetable
vehicle

wait
walk
want
was
wash
watch
water
way
we
week, wk.
weight, wgt.
welfare
were
west
what
when
where
which
who
wife
will
window
with
women
word
work
write

year, yr.
yellow
yes
yet
you
your

## Useful Words for Filling Out Forms

date
month
year
name
Mr.
Mrs.
Miss
first name
last name
maiden name
middle name
middle initial
address
street
permanent address
mailing address
present address
zip code
city
state
telephone number
business telephone
home telephone

citizen
citizenship status
birthdate
date of birth
place of birth
age
height
weight
Social Security number
marital status
married
separated
divorced
widowed
single
occupation
employer
firm
place of employment
self-employed
length of service
references
in case of emergency

education
years of schooling
last school attended
degrees held
diplomas held
salary
hourly
weekly
part-time
full-time
temporary work
sex
male
female
health plan coverage
medical history
physical impairment
driver's license number
signature

# Signs in Capitals*

A minimum list of words and phrases one should be able to read for "physical safety, social acceptability, and avoidance of embarrassment."

## General Signs

ADULTS ONLY
ANTIDOTE

BEWARE
BEWARE OF THE DOG
BUS STATION
BUS STOP

CAUTION
CLOSED
COMBUSTIBLE
CONTAMINATED
CONDEMNED

DANGER
DEEP WATER
DENTIST
DON'T WALK
DO NOT CROSS, USE TUNNEL
DO NOT CROWD
DO NOT ENTER
DO NOT INHALE FUMES
DO NOT PUSH
DO NOT REFREEZE
DO NOT SHOVE
DO NOT STAND UP
DO NOT USE NEAR HEAT
DO NOT USE NEAR OPEN FLAME
DOCTOR (DR.)
DOWN
DYNAMITE

ELEVATOR
EMERGENCY EXIT
EMPLOYEES ONLY
ENTRANCE
EXIT
EXPLOSIVES
EXTERNAL USE ONLY

FALLOUT SHELTER
FIRE ESCAPE
FIRE EXTINGUISHER
FIRST AID
FLAMMABLE
FOUND
FRAGILE

GASOLINE
GATE
GENTLEMEN

HANDLE WITH CARE
HANDS OFF
HELP
HIGH VOLTAGE
IN
INFLAMMABLE
INFORMATION
INSTRUCTIONS

KEEP AWAY

KEEP CLOSED AT ALL TIMES
KEEP OFF (THE GRASS)
KEEP OUT

LADIES
LOST
LIVE WIRES

MEN

NEXT (WINDOW GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO LOITERING
NO FISHING
NO HUNTING
NO MINORS
NO SMOKING
NO SPITTING
NO SWIMMING
NO TOUCHING
NO TRESPASSING
NOT FOR INTERNAL USE

NOXIOUS
NURSE

OFFICE
OPEN
OUT
OUT OF ORDER

PEDESTRIANS PROHIBITED
POISON
POISONOUS
POLICE (STATION)
POST NO BILLS
POST OFFICE
POSTED
PRIVATE
PRIVATE PROPERTY
PULL
PUSH

SAFETY FIRST
SHALLOW WATER
SHELTER
SMOKING PROHIBITED
STEP DOWN (UP)

TAXI STAND
TERMS CASH
THIN ICE
THIS END UP
THIS SIDE UP

UP
USE IN OPEN AIR

USE OTHER DOOR
USE BEFORE (DATE)

VIOLATORS WILL BE PROSECUTED

WALK
WANTED
WARNING
WATCH YOUR STEP
WET PAINT
WOMEN

## Car Related Signs

ALL CARS (TRUCKS) STOP
ASK ATTENDANT FOR KEY

BEWARE OF CROSS WINDS
BRIDGE OUT
BUS ONLY

CAUTION
CONSTRUCTION ZONE
CURVE

DANGEROUS CURVE
DEAD END
DEER (CATTLE) CROSSING
DETOUR
DIM LIGHTS
DIP
DO NOT BLOCK WALK (DRIVEWAY)
DO NOT ENTER
DRIFTING SAND
DRIVE SLOW

EMERGENCY VEHICLES ONLY
END 45
END CONSTRUCTION
ENTRANCE
EXIT ONLY
EXIT SPEED 30

FALLING ROCKS
FLOODED
FLOODS WHEN RAINING
FOUR WAY STOP
FREEWAY

GARAGE
GATE
GO SLOW

HOSPITAL ZONE

INSPECTION STATION

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JUNCTION
101 A

KEEP TO THE
LEFT (RIGHT)

LANE ENDS
LAST CHANCE
FOR GAS
LEFT LANE MUST
TURN LEFT
LEFT TURN ON
THIS SIGNAL
ONLY
LEFT TURN ONLY
LEFT TURN O.K.
LOADING ZONE
LOOK
LOOK OUT FOR
THE CARS
(TRUCKS)
LISTEN

M.P.H.

MECHANIC ON
DUTY
MEN WORKING
MERGE LEFT
(RIGHT)
MERGING
TRAFFIC
MILITARY
RESERVATION

NEXT
NO PARKING
NO LEFT TURN
NO PASSING
NO RIGHT TURN
NO RIGHT TURN
ON RED LIGHT
NO SMOKING
AREA
NO STANDING
NO STOPPING
NO TURNS
NO "U" TURN
NOT A THROUGH
STREET

ONE WAY
DO NOT ENTER
ONE WAY STREET

PAVEMENT ENDS
PLAYGROUND
PROCEED AT YOUR
OWN RISK
PRIVATE ROAD
PUT ON CHAINS

R.R.
RAILROAD
CROSSING
REST ROOMS
RESUME SPEED
RIGHT LANE
MUST TURN
RIGHT
RIGHT TURN
ONLY
ROAD CLOSED
ROAD ENDS

SCHOOL STOP
SCHOOL ZONE
SLIDE AREA
SLIPPERY WHEN
WET (FROSTY)
SLOW DOWN
SLOWER TRAFFIC
KEEP RIGHT

SPEED CHECKED
BY RADAR
STEEP GRADE

STOP
STOP AHEAD
STOP FOR
PEDESTRIANS
STOP WHEN
OCCUPIED
STOP MOTOR

THIS LANE MAY
TURN LEFT
THIS ROAD
PATROLLED BY
AIRCRAFT
THREE WAY LIGHT
TURN OFF

TURN OFF 1/2 MILE
(1/4 MILE)
TRAFFIC CIRCLE
TRUCK ROUTE

UNLOADING ZONE
USE LOW GEAR

WATCH FOR
FLAGMAN
WATCH FOR
LOW FLYING
AIRCRAFT
WINDING ROAD

YIELD
YIELD RIGHT
OF WAY

# Glossary Of Terms
## Helpful for Tutors Working in the Field of Basic Reading

**ABE** Adult Basic Education, generally a division within the Continuing Education Department of state education departments.

**API.** Adult Performance Level, a survey conducted for the U.S. Office of Education by Dr. Norvell Northcutt at the University of Texas.

**Basic Skills** Programs to develop math, reading and conversational skills to a functional level.

**BRW** Basic Reading Tutor Training Workshop, a detailed pre-service training for tutors of adults who read below the fifth grade level, conducted by Literacy Volunteers of America, Inc.

**Continuing Education** Adult education apart from the K-12 school, often including basic, recreational, advanced, and technical studies.

**ESL** English as a Second Language.

**GED** General Education Diploma, or general education development, also termed "high school equivalency."

**LVA** Literacy Volunteers of America, Inc.

**READ** LVA's diagnostic testing instrument used with students in the basic reading program.

**Read On!** A series of sequential basic reading and workbooks for adults and teens published by Literacy Volunteers of America.

# Suggested Key Words

| | When Teaching Initial Consonant Sounds | When Teaching Ending Consonant Sounds |
|---|---|---|
| | **Group I** | **Group I** |
| s | sun, sink, socks, sandwich | gas, kiss, bass |
| f | fish, fan, fire, feet, feather | cuff, reef, beef |
| m | man, match, money, motor, milk, mother, mittens | tim, rim, tam |
| t* | telephone, towel, table, tub, turkey, tomato, tea | rent, sit, bet |
| p* | pot, pan, pig, pants, pipe, pumpkin, pen | cup, lip, sheep |
| | **Group II** | **Group II** |
| r | rat, radio, rocket, rope, river, red | jar, stair, fear |
| l | leg, lamp, lock, leaf, ladder, leather | pill, sell, ball |
| n | name, nose, nail, needle | can, barn, grin |
| d* | dog, dish, doll, desk, doughnut | bed, Ford, glad |
| g* | gas, girl, game, gate, garage | rag, drug, leg |
| | **Group III** | **Group III** |
| j | jar, jacket, jet, jug, jeep | (no words ending in *j*) |
| v | valentine, vest, valley, violin, vacuum, van | (no words ending in *v* — words that end in a /vvv/ sound *-dove, give*) |
| z | zipper, zebra, zoo | fizz, buzz |
| c* | cat, cup, can, cake, comb, coffee | picnic, attic, traffic |
| k* | key, kite, king, kerchief | rock, back, luck |
| | **Group IV** | **Group IV** |
| b* | bus, baby, ball, bed, banana, bag, bird | tub, crab, rib |
| x* | (no words starting in *x*) | wax, fix, box, tux |
| h | hand, hat, house, ham horn, hi-fi | (no words ending in *h*) |
| w | window, wing, wig, watch, wagon, water | (no words ending in *w*) |
| y | yellow, yarn, yoyo, yardstick | (no words ending in *y*) |

*Introduce these letters as final sounds first

**OTHERS**

| | | |
|---|---|---|
| q(qu) | quarter, queen, quilt, quick | (no words ending in *q*) |
| sh | shoe, ship, shower, shovel | dish, cash, rush |
| ch | church, chair, children | rich, ranch, church |
| wh | wheel, whale, white | (no words ending in *wh*) |
| th | this, the, them, these | |
| th | thumb, thank, theater | bath, truth, fourth |

# Vocabulary Building/Syllabication

One help in building vocabulary is to provide your student with clues for analysing multi-syllabic words (see page 42). The following list of prefixes and suffixes are offered for the *tutor's* use. Select the prefix (or suffix) you wish to teach and find examples of multi-syllabic words for each from material your student is interested in learning. Also point out the appropriate prefix (or suffix) as you come across it in your students reading. Most students will need much practice in seeing these parts of a word, but it is worth the effort. The following list of prefixes and suffixes is based on Lee Deighton's *Vocabulary* Columbia Teacher's College, 1959.

## USEFUL PREFIXES

*in-* meaning *not* or *in, within, into* (spelled *ir-* before words beginning with *r*, *il-* before words beginning with l; *im-* before words beginning with *m* or *p*. Spelled *en-*, used almost entirely with verbs always mean *in, into,* or *within.)*

*un-* means *not* or *the opposite of* (have your student try out tentative meaning until context shows which is appropriate.)

**Prefixes with one meaning:** *apo-, circum-, equi-, intra-, intro-, mal-, mis-, non-, syn-, com-.*

## SUFFIXES

**Adjective endings with one meaning:** *-est, -ferous, -fic, -fold, -form, -genous, -scopic, -words, -wise, -less, -able, -(-ible, -ble), -most, -like, -ous, -ose, -acious, -ful.*

**Noun Endings** - add no meaning, rather note the word denotes "quality, state or condition" and "action or result of an action": *-ance, -ence, -ation, (-ition, -ion), -ism, -dom, -ery, -mony, -ment.*

Noun endings that indicate only that you are dealing with a noun - useful when looking for core meaning of words: *-acity, -hood, -ness, -ty, -tude.*

## GRAMMATICAL SUFFIXES

The following grammatical suffixes along with the conventions for adding them to verbs, nouns, and adjectives are offered as a way for your student to quickly expand his reading and writing vocabulary once he knows the root word.

### Verb Endings

1. Where there is a vowel plus a consonant in the root words, double the consonant before adding any ending. (Exception — *y* and *w*)

| | | |
|---|---|---|
| permit | permitted | permitting |

(exceptions)

| | | |
|---|---|---|
| delay | delayed | delaying |

2. Where there is a vowel plus two consonants in the root word, add the ending directly:

| | | |
|---|---|---|
| camp | camped | camping |

3. When there is a vowel, plus a consonant (e.g. *s* plus the letter *e*), remove the *e* and add the ending *ing*.

| | |
|---|---|
| bite | biting |
| drive | driving |

4. When a root word has a vowel, a consonant and a final *e*, simply add *s* to form the plural:

| | |
|---|---|
| drive | drives |
| give | gives |

5. When a root word ends in a vowel and two consonants, add *es:*

| | |
|---|---|
| cash | cashes |

The inflected endings *ed* and *s* represent various sounds, but it is more helpful simply to point out that the *ed* ending refers to a past action, and *s* refers to more than one than to call attention to the variety of sounds that these letters represent.

### Noun Endings

In forming plurals, the conventions 4 and 5 above under verb endings apply under the same conditions.

### Adjective Endings

1. With adjectives which end in *e*, merely add the *r* and *st*.

| | | |
|---|---|---|
| brave | braver | bravest |

2. With other adjectives, sometimes double the final consonant before you add *er* and *est*.

| | | |
|---|---|---|
| big | bigger | biggest |

3. With others, just add *er* and *est*.

| | | |
|---|---|---|
| cold | colder | coldest |
| new | newer | newest |

# Word Patterns

**Short *a* Sounds**

| **-ab** | **-ack** | **-ad** | **-ag** | **-am** | **-amp** | **-an** |
|---|---|---|---|---|---|---|
| cab | back | ad | bag | am | camp | an |
| dab | hack | bad | gag | ham | damp | ban |
| gab | jack | cad | hag | jam | lamp | can |
| jab | pack | dad | lag | clam | champ | fan |
| lab | rack | fad | nag | slam | clamp | man |
| nab | sack | had | rag | swam | cramp | pan |
| tab | tack | lad | sag | | stamp | ran |
| blab | black | mad | tag | | tramp | tan |
| flab | slack | pad | wag | | | van |
| slab | crack | sad | brag | | | clan |
| crab | track | clad | drag | | | plan |
| drab | shack | glad | flag | | | scan |
| grab | whack | shad | shag | | | span |
| scab | smack | | snag | | | than |
| stab | snack | | stag | | | |
| | stack | | | | | |

| **-and** | **-ang** | **-ank** | **-ap** | **-ash** | **-asp** | **-ass** |
|---|---|---|---|---|---|---|
| and | bang | bank | cap | ash | asp | ass |
| band | fang | rank | gap | bash | gasp | bass |
| hand | gang | sank | lap | cash | hasp | lass |
| land | hang | tank | map | dash | rasp | mass |
| sand | rang | yank | nap | gash | clasp | pass |
| gland | sang | blank | rap | hash | | brass |
| grand | tang | clank | sap | lash | | grass |
| stand | clang | plank | tap | mash | | class |
| | slang | crank | chap | rash | | glass |
| | | drank | clap | sash | | |
| | | frank | flap | clash | | |
| | | spank | slap | crash | | |
| | | thank | snap | smash | | |
| | | | trap | stash | | |
| | | | | trash | | |

| **-ast** | **-at** | **-atch** | **-ath** | **-ax** |
|---|---|---|---|---|
| cast | at | catch | bath | ax |
| fast | bat | hatch | path | wax |
| last | cat | latch | wrath | flax |
| mast | fat | match | | |
| past | hat | patch | | |
| vast | mat | thatch | | |
| blast | pat | | | |
| | rat | | | |
| | sat | | | |
| | vat | | | |
| | brat | | | |
| | chat | | | |
| | flat | | | |
| | slat | | | |
| | scat | | | |
| | that | | | |

# Word Patterns

## Short *e* Sounds

| -eck | -ed | -eg | -elf | -ell | -elp | -em |
|---|---|---|---|---|---|---|
| deck | bed | beg | elf | bell | help | hem |
| heck | fed | egg | self | dell | yelp | them |
| neck | led | keg | shelf | fell | | stem |
| peck | red | leg | | hell | -elt | |
| check | wed | peg | | sell | belt | |
| speck | bled | | | tell | felt | |
| | fled | | | well | melt | |
| | sled | | | yell | | |
| | shed | | | quell | | |
| | sped | | | shell | | |
| | | | | smell | | |
| | | | | spell | | |
| | | | | swell | | |

| -en | -end | -ent | -ept | -ess | -est | -et |
|---|---|---|---|---|---|---|
| den | end | bent | kept | less | best | bet |
| hen | bend | dent | wept | mess | nest | get |
| men | lend | lent | | bless | pest | jet |
| pen | mend | rent | | chess | rest | let |
| ten | send | sent | | dress | test | met |
| glen | blend | tent | | | vest | net |
| then | spend | went | | | west | pet |
| when | trend | spent | | | chest | set |
| | | | | | crest | wet |
| | | | | | quest | yet |
| | | | | | | fret |

## Short *i* Sounds

| -ib | -ick | -id | -ift | -ig | -ilk | -ill |
|---|---|---|---|---|---|---|
| bib | kick | bid | gift | big | bilk | bill |
| fib | lick | did | lift | dig | milk | fill |
| rib | nick | hid | rift | fig | silk | gill |
| crib | pick | kid | sift | jig | | hill |
| | sick | lid | drift | pig | | kill |
| | tick | rid | shift | rig | | mill |
| | wick | grid | swift | wig | | pill |
| | brick | skid | | brig | | rill |
| | trick | slid | | swig | | sill |
| | chick | | | | | till |
| | thick | | | | | will |
| | click | | | | | chill |
| | flick | | | | | drill |
| | slick | | | | | grill |
| | quick | | | | | quill |
| | stick | | | | | spill |
| | | | | | | skill |
| | | | | | | still |

# Word Patterns

**Short *i* Sounds (Continued)**

| **-im** | **-in** | **-inch** | **-ing** | **-ink** | **-int** | **-ip** |
|---|---|---|---|---|---|---|
| dim | in | inch | bing | ink | hint | dip |
| him | bin | cinch | ring | pink | mint | hip |
| rim | din | pinch | sing | sink | tint | lip |
| skim | fin | clinch | wing | wink | flint | nip |
| slim | kin | | bring | blink | | rip |
| swim | pin | | fling | slink | | sip |
| trim | sin | | sling | stink | | tip |
| whim | tin | | sting | think | | zip |
| | win | | swing | | | yip |
| | chin | | thing | | | chip |
| | shin | | | | | ship |
| | thin | | | | | whip |
| | grin | | | | | flip |
| | skin | | | | | slip |
| | spin | | | | | grip |
| | twin | | | | | trip |
| | | | | | | quip |
| | | | | | | skip |
| | | | | | | snip |

| **-ish** | **-iss** | **-ist** | **-it** | **-itch** | **-ive** | **-ix** |
|---|---|---|---|---|---|---|
| dish | hiss | fist | it | itch | give | fix |
| fish | kiss | list | bit | ditch | live | mix |
| wish | miss | mist | fit | pitch | | six |
| swish | bliss | twist | hit | witch | | twix |
| | | | kit | stitch | | |
| | | | lit | switch | | |
| | | | pit | | | |
| | | | sit | | | |
| | | | wit | | | |
| | | | grit | | | |
| | | | mitt | | | |
| | | | quit | | | |
| | | | slit | | | |
| | | | skit | | | |
| | | | spit | | | |
| | | | twit | | | |

# Word Patterns

**Short *o* Sounds**

| -ob | -ock | -od | -og | -oll | -on | -ond |
|---|---|---|---|---|---|---|
| cob | cock | cod | bog | doll | on | bond |
| fob | dock | God | cog | loll | don | fond |
| gob | hock | hod | dog | moll | non | pond |
| job | lock | nod | fog | | yon | |
| rob | mock | pod | hog | | | |
| mob | pock | rod | jog | | | |
| sob | rock | sod | log | | | |
| blob | sock | clod | clog | | | |
| slob | tock | plod | frog | | | |
| snob | clock | shod | smog | | | |
| | flock | | | | | |
| | crock | | | | | |
| | frock | | | | | |
| | shock | | | | | |
| | smock | | | | | |
| | stock | | | | | |

| -ong | -ot | -ox |
|---|---|---|
| bong | cot | ox |
| gong | dot | box |
| long | got | fox |
| song | hot | |
| tong | not | |
| wrong | pot | |
| strong | rot | |
| | blot | |
| | clot | |
| | plot | |
| | slot | |
| | shot | |
| | spot | |
| | trot | |

# Word Patterns

**Short *u* Sounds**

| -ub | -uck | -ud | -uff | -ug | -ull | -um |
|---|---|---|---|---|---|---|
| cub | buck | bud | buff | bug | cull | bum |
| dub | duck | cud | cuff | dug | dull | gum |
| hub | luck | mud | huff | hug | gull | hum |
| nub | muck | stud | muff | jug | hull | mum |
| pub | puck | thud | puff | lug | lull | rum |
| rub | suck | | bluff | mug | mull | sum |
| sub | tuck | | gruff | pug | null | glum |
| tub | chuck | | stuff | rug | skull | slum |
| club | shuck | | | tug | | drum |
| grub | cluck | | | chug | | scum |
| stub | pluck | | | thug | | chum |
| | stuck | | | plug | | |
| | | | | slug | | |
| | | | | smug | | |

| -ump | -un | -unch | -ung | -unk | -up | -us |
|---|---|---|---|---|---|---|
| bump | bun | bunch | dung | bunk | up | us |
| dump | fun | lunch | hung | dunk | cup | bus |
| hump | gun | punch | lung | hunk | pup | plus |
| jump | nun | brunch | rung | junk | sup | thus |
| lump | pun | crunch | sung | sunk | | |
| pump | run | | clung | chunk | | |
| clump | sun | | flung | drunk | | |
| plump | shun | | stung | flunk | | |
| slump | spun | | swung | skunk | | |
| stump | stun | | | | | |
| thump | | | | | | |

| -ush | -usk | -ust | -ut | -uzz |
|---|---|---|---|---|
| gush | dusk | bust | but | buzz |
| hush | husk | dust | cut | fuzz |
| lush | tusk | just | gut | |
| mush | | lust | hut | |
| rush | | must | jut | |
| blush | | rust | nut | |
| flush | | crust | put | |
| plush | | | rut | |
| slush | | | shut | |
| brush | | | | |
| crush | | | | |
| shush | | | | |

# Word Patterns

**Long *a* Sounds**

| **-ace** | **-ade** | **-age** | **-aid** | **-ail** | **-aim** | **-ain** |
|---|---|---|---|---|---|---|
| ace | fade | age | aid | ail | aim | gain |
| face | jade | cage | laid | bail | maim | main |
| lace | lade | page | maid | fail | | pain |
| mace | made | rage | paid | hail | | rain |
| pace | wade | sage | raid | jail | | vain |
| race | blade | wage | braid | mail | | brain |
| brace | glade | stage | | nail | | drain |
| place | grade | | | pail | | grain |
| space | trade | | | rail | | train |
| | shade | | | sail | | chain |
| | spade | | | tail | | plain |
| | | | | vail | | slain |
| | | | | wail | | stain |
| | | | | frail | | |
| | | | | quail | | |
| | | | | snail | | |
| | | | | trail | | |

| **-aint** | **-ait** | **-ale** | **-ame** | **-ane** | **-ape** | **-ase** |
|---|---|---|---|---|---|---|
| faint | bait | ale | came | cane | ape | base |
| paint | gait | dale | dame | lane | cape | case |
| saint | wait | gale | fame | mane | gape | vase |
| quaint | trait | hale | game | pane | nape | |
| | | kale | lame | sane | rape | |
| | | male | name | vane | tape | |
| | | pale | same | wane | drape | |
| | | sale | tame | crane | grape | |
| | | tale | blame | | shape | |
| | | vale | flame | | | |
| | | scale | frame | | | |
| | | shale | shame | | | |
| | | stale | | | | |
| | | whale | | | | |

| **-aste** | **-ate** | **-ave** | **-ay** | **-aze** | **-eigh** |
|---|---|---|---|---|---|
| baste | ate | cave | bay | daze | eight |
| haste | date | gave | day | faze | sleigh |
| paste | fate | nave | gay | gaze | weigh |
| taste | gate | pave | hay | haze | |
| waste | hate | rave | jay | maze | |
| chaste | late | save | lay | raze | |
| | mate | wave | may | blaze | |
| | rate | brave | nay | glaze | |
| | sate | crave | pay | graze | |
| | crate | grave | ray | | |
| | grate | shave | say | | |
| | plate | slave | way | | |
| | skate | | clay | | |
| | slate | | play | | |
| | state | | fray | | |
| | | | gray | | |
| | | | tray | | |
| | | | stay | | |
| | | | sway | | |

# Word Patterns

## Long *e* Sounds

| -e | -ea | -each | -ead | -eak | -eal | -eam |
|---|---|---|---|---|---|---|
| be | pea | each | bead | beak | deal | beam |
| he | sea | beach | lead | leak | heal | ream |
| me | tea | peach | read | peak | meal | seam |
| we | flea | reach | plead | weak | peal | team |
| she | plea | teach | | bleak | real | cream |
| | | bleach | | freak | seal | dream |
| | | | | speak | veal | gleam |
| | | | | | zeal | |
| | | | | | steal | |

| -ean | -eap | -east | -eat | -eech | -eed | -ee |
|---|---|---|---|---|---|---|
| bean | heap | east | eat | beech | deed | bee |
| dean | leap | beast | beat | leech | feed | fee |
| lean | reap | feast | feat | | heed | see |
| mean | cheap | least | heat | | need | tee |
| wean | | | meat | | seed | wee |
| clean | | | neat | | weed | free |
| glean | | | peat | | bleed | tree |
| | | | seat | | breed | glee |
| | | | cheat | | creed | thee |
| | | | cleat | | freed | three |
| | | | pleat | | greed | |
| | | | treat | | speed | |
| | | | wheat | | steed | |
| | | | | | tweed | |

| -eef | -eek | -eel | -eep | -eem | -een | -eet |
|---|---|---|---|---|---|---|
| beef | leek | eel | beep | deem | keen | beet |
| reef | meek | feel | deep | seem | seen | feet |
| | peek | heel | jeep | teem | teen | meet |
| | reek | keel | keep | | green | fleet |
| | seek | peel | peep | | queen | greet |
| | week | reel | seep | | sheen | sheet |
| | cheek | | weep | | | sleet |
| | creek | | creep | | | sweet |
| | sleek | | sheep | | | tweet |
| | | | sleep | | | |
| | | | steep | | | |
| | | | sweep | | | |

| -ief | -y |
|---|---|
| brief | carry |
| chief | marry |
| grief | bunny |
| thief | funny |
| | sunny |

# Word Patterns

**Long *i* Sounds**

| **-ice** | **-ide** | **-ie** | **-ife** | **-igh** | **-ight** | **-ike** |
|---|---|---|---|---|---|---|
| lice | bide | die | life | high | fight | bike |
| mice | hide | lie | rife | nigh | light | dike |
| nice | ride | pie | wife | sigh | might | hike |
| rice | side | tie | | thigh | night | like |
| vice | tide | vie | | | right | mike |
| slice | wide | | | | sight | pike |
| spice | bride | | | | tight | spike |
| twice | glide | | | | bright | |
| | slide | | | | fright | |
| | | | | | flight | |
| | | | | | plight | |
| | | | | | slight | |

| **-ild** | **-ile** | **-ime** | **-ind** | **-ine** | **-ipe** | **-ire** |
|---|---|---|---|---|---|---|
| mild | file | dime | bind | dine | pipe | ire |
| wild | mile | lime | find | fine | ripe | dire |
| child | pile | time | hind | line | wipe | fire |
| | rile | chime | kind | mine | gripe | hire |
| | tile | crime | mind | nine | swipe | mire |
| | vile | grime | rind | pine | | sire |
| | smile | slime | wind | tine | | tire |
| | while | | blind | vine | | wire |
| | | | grind | shine | | |
| | | | | spine | | |
| | | | | swine | | |
| | | | | thine | | |
| | | | | twine | | |
| | | | | whine | | |

| **-ise** | **-ite** | **-ive** | **-y** | **-ye** |
|---|---|---|---|---|
| rise | bite | dive | by | dye |
| wise | kite | five | my | eye |
| | mite | hive | cry | lye |
| | site | live | dry | rye |
| | quite | chive | fly | |
| | spite | drive | ply | |
| | white | | fry | |
| | | | shy | |
| | | | sky | |
| | | | sly | |
| | | | spy | |
| | | | sty | |
| | | | thy | |
| | | | try | |

# Word Patterns

## Long *o* Sounds

| -o | -oach | -oad | -oal | -oam | -oan | -oast |
|---|---|---|---|---|---|---|
| go | coach | goad | coal | foam | loan | boast |
| no | poach | load | goal | loam | moan | coast |
| so | roach | road | | roam | roan | roast |
| | | toad | | | groan | toast |

| -oat | -obe | -ode | -oe | -oke | -old | -ole |
|---|---|---|---|---|---|---|
| oat | lobe | ode | doe | coke | old | dole |
| boat | robe | bode | foe | joke | bold | hole |
| coat | globe | code | hoe | poke | cold | mole |
| goat | | mode | toe | woke | gold | pole |
| moat | | rode | woe | yoke | hold | role |
| bloat | | | | bloke | mold | stole |
| float | | | | choke | sold | |
| gloat | | | | smoke | told | |
| | | | | spoke | | |

| -olt | -ome | -one | -ope | -ose | -ost | -ote |
|---|---|---|---|---|---|---|
| bolt | dome | bone | cope | hose | host | note |
| colt | home | cone | dope | nose | most | rote |
| dolt | Nome | lone | hope | pose | post | tote |
| jolt | | pone | mope | rose | | vote |
| volt | | tone | rope | chose | | quote |
| | | zone | scope | those | | |
| | | shone | slope | close | | |
| | | stone | | | | |

| -ove | -ow |
|---|---|
| cove | bow |
| dove | low |
| rove | mow |
| wove | row |
| | sow |
| | tow |
| | blow |
| | flow |
| | glow |
| | slow |
| | crow |
| | grow |
| | show |
| | snow |

## Long *u* Sounds

| -ew | -ule | -use | -ute |
|---|---|---|---|
| few | mule | use | cute |
| hew | yule | fuse | mute |
| blew | | muse | flute |
| flew | | | |
| slew | | | |
| chew | | | |
| crew | | | |
| drew | | | |
| grew | | | |
| stew | | | |

# Other Sounds in Word Patterns

| -all | -alk | -ar | -arch | -arge | -ark | -arm |
|---|---|---|---|---|---|---|
| all | talk | bar | march | barge | bark | farm |
| ball | walk | car | parch | large | dark | harm |
| call | chalk | far | starch | charge | hark | charm |
| fall | stalk | jar | | | lark | |
| gall | | par | | | mark | |
| hall | | tar | | | park | |
| mall | | scar | | | shark | |
| tall | | star | | | spark | |
| wall | | | | | stark | |
| small | | | | | | |
| stall | | | | | | |

| -arn | -arp | -arsh | -aught | -aul | -aunch | -aunt |
|---|---|---|---|---|---|---|
| barn | carp | harsh | caught | haul | haunch | gaunt |
| darn | harp | marsh | naught | maul | launch | haunt |
| yarn | sharp | | taught | | paunch | jaunt |
| | | | | | staunch | taunt |
| | | | | | | vaunt |

| -ause | -aw | -awl | -en | -er | -ern | -ew |
|---|---|---|---|---|---|---|
| cause | caw | awl | brighten | either | fern | dew |
| pause | jaw | bawl | dampen | fatter | stern | Jew |
| clause | law | brawl | darken | matter | | new |
| | maw | crawl | freshen | poorer | | brew |
| | raw | shawl | hasten | richer | | crew |
| | saw | | lengthen | scatter | | drew |
| | chaw | | shorten | | | grew |
| | claw | | silken | | | chew |
| | flaw | | | | | flew |
| | draw | | | | | slew |
| | | | | | | stew |

| -ird | -irl | -irt | -oard | -oice | -oil | -oin |
|---|---|---|---|---|---|---|
| bird | girl | dirt | board | voice | oil | coin |
| gird | swirl | shirt | hoard | choice | boil | loin |
| third | twirl | skirt | | | coil | |
| | whirl | squirt | | | foil | |
| | | | | | soil | |
| | | | | | toil | |
| | | | | | broil | |
| | | | | | spoil | |

| -oint | -oise | -oist | -oo | -ood | -ook | -ool |
|---|---|---|---|---|---|---|
| joint | noise | foist | boo | food | book | cool |
| point | poise | hoist | coo | mood | cook | fool |
| | | joist | moo | brood | hook | pool |
| | | moist | too | | look | drool |
| | | | zoo | | nook | spool |
| | | | shoo | | took | stool |
| | | | | | brook | |
| | | | | | crook | |
| | | | | | shook | |

# Other Sounds in Word Patterns

| -oom | -oon | -oop | -oost | -oot | -ooth | -or |
|---|---|---|---|---|---|---|
| boom | boon | coop | boost | boot | booth | or |
| doom | coon | hoop | roost | hoot | tooth | for |
| loom | goon | loop | | loot | | nor |
| room | loon | droop | | root | | |
| zoom | moon | troop | | toot | | |
| gloom | noon | scoop | | scoot | | |
| groom | soon | stoop | | shoot | | |
| | spoon | swoop | | | | |
| | swoon | | | | | |

| -ord | -ore | -ork | -orm | -orn | -ort | -orth |
|---|---|---|---|---|---|---|
| cord | ore | cork | form | born | fort | forth |
| ford | wore | fork | norm | corn | sort | north |
| lord | chore | pork | storm | horn | tort | |
| | score | York | | morn | | |
| | swore | stork | | torn | | |
| | | | | worn | | |

| -ouch | -ought | -ould | -ound | -our | -ouse | -out |
|---|---|---|---|---|---|---|
| ouch | ought | could | bound | four | house | out |
| couch | bought | would | found | pour | louse | bout |
| pouch | fought | should | hound | | mouse | gout |
| vouch | sought | | mound | | | pout |
| | brought | | pound | | | shout |
| | thought | | round | | | spout |
| | | | sound | | | stout |
| | | | wound | | | trout |
| | | | ground | | | |

| -outh | -ow | -owl | -own | -sion | -tion | -ude |
|---|---|---|---|---|---|---|
| mouth | bow | owl | down | decision | action | dude |
| south | cow | cowl | gown | division | motion | nude |
| | how | fowl | town | occasion | nation | rude |
| | now | howl | brown | collision | mention | crude |
| | vow | jowl | crown | television | fraction | |
| | wow | yowl | clown | | attention | |
| | plow | | frown | | | |

| -ue | -uke | -ull | -une | -ush | -ute |
|---|---|---|---|---|---|
| rue | duke | bull | dune | bush | lute |
| sue | Luke | full | June | push | flute |
| blue | | pull | tune | | |
| clue | | | | | |
| glue | | | | | |
| true | | | | | |

# Checklist For The Evaluation of Adult Basic Reading Material

When funds are limited, buying wisely for the affiliate libary is a must: Whenever possible, books should be reviewed with certain criteria in mind. To aid you in selecting the most useful publications, we are reprinting the checklist developed by the Basic Education and Reading Committee of the International Reading Association; Anabel Newman and George Eyster, primary researchers; 1977, Sam Duazat, chairing; 1978, 1979 Joye Jenkins Coy, chairing.

## Instructions

Review the adult reading material carefully. Consider, if present, all the following in your review: the cost, the dust cover (not applicable in literacy materials), preface, table of contents, introduction, instructions to the teacher and/or to the students, print, graphics, index, and all related or supporting materials.

### APPEAL

YES NO

Is the material
a. fresh?
b. enjoyable to read?
c. of interest to adults?

### RELEVANCE

Does the material
a. pertain to adult life experience?
b. add to the general knowledge of adults?
c. present, where factural, up to date information?
d. present language naturally?

### PURPOSE

Does the content
a. include statements of broad goals and specific objectives?
b. fit the purpose of the learner?
c. fulfill a functional purpose?

### PROCESS

YES NO

Does the process deal with
a. pre-reading experiences?
b. word analysis?
c. well constructed reading passages?
d. a clear progression of ideas or story line?
e. comprehension?
f. appropriate vocabulary?
g. silent reading?
h. oral reading?

### HUMAN RELATIONS

Does the material
a. depict a cultural, ethnic, racial and sex group in a positive way, avoiding stereotypes?
b. represent various current occupations?
c. avoid sexist language, male nouns and pronouns, when content refers to both sexes?
d. present workers in non-stereotypical roles?
e. include characters without sexist bias?
f. stimulate interpersonal exchanges and evoke discussions?

## EVALUATION

YES NO

Does the material

a. offer suggestions for continuing evaluation of the student's progress?
b. provide for pre-tests and post-tests?

## FUNCTIONS OF THE MATERIAL

Does the material

a. enoucrage wide reading?
b. suggest other resources and activities for student exploration?
c. promote inducive thinking?
d. provide student instructions that are clear and understandable?
e. give a sense of continuous success and mastery?
f. provide an answer key for the teacher?
g. provide an answer for the student?

## FORMAT

Is the material format

a. usable?
b. pleasing and attractive?
c. appealing to adult students?
d. pictorial or illustrated where appropriate (photographs, drawings, graphs, maps, etc.)?
e. presented with ample space between lines and in margins for easy reading?
f. set in type (large or medium) appropirate for the material and the student?

## TEACHER DIRECTIONS

YES NO

Are instructions

a. included for the instructor where needed?
b. presented in a self-contained manual where needed?
c. for the instructor clear where needed?
d. included and designed so that teachers do not need special training?

## CONTENT

(Judgements based upon stated or apparent readability level or design (eg. 0-3, 3-8, 8-12 grades)

a. do the materials provide for appropriate reading level experiences?
b. are the selections short enough to hold interest and long enough to give meaning?
c. is there recognition of the amount of reinforcement needed at the content reading level?
d. does the readability develop at an appropriate rate and increments?
e. are there comprehension exercises included?
f. are problem solving selections included?
g. are writing activities included and linked to the reading selection?

Literacy Volunteers of America, Inc.

# Checklist of Student's Word-Attack Skills

**Student's Name** _____

**Tutor's Name** _____

| Letter Name[1] | Key Word[2] | Letter Sound[1] |
|---|---|---|
| b | | |
| c | | |
| d | | |
| f | | |
| g | | |
| h | | |
| j | | |
| k | | |
| l | | |
| m | | |
| n | | |
| p | | |
| r | | |
| s | | |
| t | | |
| v | | |
| w | | |
| x | | |
| y | | |
| z | | |

**Consonant Digraphs**

| Initial | Final |
|---|---|
| sh | |
| ch | |
| th | |
| wh | |
| qu | |
| ph | |

**List word patterns as your student demonstrates mastery. (See Appendix for lists.)**

| | |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

[1]Check if student has this skill. [2]Put student's key word here.

(Note: These pages can be duplicated for easy use.)

Literacy Volunteers of America, Inc.

# Lesson Plan

Student's Name Karl

Tutor's Name

Date of Lesson Time

**LESSON OBJECTIVE** to be able to write name in cursive

**REVIEW HOMEWORK**

| | This Session | Next Session |
|---|---|---|
| **LANGUAGE APPROACH** (Attach to this sheet, including word cards.) yes | ___ | ___ |
| **SIGHT WORDS** Two words from his experience story beginning with 's' or 'm' Place in new sentences | ___ | ___ |
| **PHONICS** (Consonants) (Lower Level Students) teach 's' | ___ | ___ |
| **WORD PATTERNS** pick up from language experience story | ___ | ___ |
| **TEXTBOOK**, Page ___ | ___ | ___ |
| **WRITING/SPELLING** write name and address in cursive | ___ | ___ |
| **READING FOR FUN** (Name of Book/Article) Page 27 Sports Illustrated | ___ | ___ |
| **STUDENT'S SUGGESTIONS** Ask him about his reaction to word patterning | ___ | ___ |
| **GAMES, PUZZLES** | ___ | ___ |
| **HOMEWORK ASSIGNMENT** (New assignment) Review word cards Circle 10 's's in newspaper | ___ | ___ |
| **COMMENTS** (Tutor's Comments Immediately Following Lesson) | ___ | ___ |

NAME _____ DATE _____

GOALS:

| Objectives | Techniques | Material | Time | I* R M | Student Progress |
|---|---|---|---|---|---|
| | | | | | |

Notes:

Evaluation:

Future Plans:





*I-Introduced, R-Reinforced, M-Maintained

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